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A HANDBOOK OF  
AMERICAN PRIVATE SCHOOLS

# Sargent's Handbooks

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THE BEST PRIVATE SCHOOLS, 1915

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PUBLIC SCHOOL SYSTEMS OF THE U.S.

Sargent's Handbooks

A HANDBOOK OF  
AMERICAN  
PRIVATE SCHOOLS

AN ANNUAL SURVEY

SEVENTH EDITION



PORTER SARGENT

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## PREFACE

This seventh edition of the Handbook has been wholly remade and reset from cover to cover. Several hundred schools and about one hundred fifty summer camps are for the first time described and listed. Many features planned have necessarily been omitted because of lack of space and still this Handbook annually increases in size.

The summer camp has now attained an importance and a place in education so that today it deserves its own annual Handbook. Such a Handbook of Summer Camps should appear in the late winter or early spring, while the Handbook of American Private Schools should be published as soon after the close of the academic year as possible, in anticipation of the new school term.

Such a division of this Handbook into two volumes has become inevitable, the one to be published in January and the other in September. This will make it possible to report annually on many new features that deserve attention.

The circle of services that has grown up about this Handbook continues to increase in volume of business and occupy the entire time of a growing staff of specialists.

Parents in increasing numbers appeal for information and advice in regard to schools and summer camps. Where such inquiries come by mail on blanks properly filled out it is possible to give advice and recommendations without fee or compensation. Where personal consultations or extended correspondence may be necessary a fee for professional services is made to those who are able to pay.

The schools are coming more and more to turn over their difficult pupils and misfits for proper placement. This frequently necessitates not merely interviews but psychological or psychoanalytical examinations. Many boys and girls who had arrived at a crisis or were facing failure have been transplanted where they are now doing well.

Every request from the schools for information, advice or assistance in regard to school problems is gladly met.

## REVIEW OF THE EDUCATIONAL YEAR

We Americans devoutly believe, and on every occasion maintain, that the safety of democracy, the preservation of liberty and the foundations of constitutional government rest on education. And yet, two years after the draft had revealed over twenty-five per cent of the selected youth of the country to be illiterate, the census shows over a third of our youth not in school attendance and a tenth of the children of elementary school age still permitted to go unschooled.

### SCHOOL ENROLLMENT

A recently published bulletin of the Federal Census Bureau gives statistics of school enrollment compiled from returns taken as of January 1, 1920. The population five to twenty years of age, inclusive, in continental United States, numbered 33,250,870. Of this number 21,373,076, or 64.3 per cent, attended school at some time between September 1, 1919 and January 1, 1920, an increase in attendance of 5.1 per cent over 1910. The total number of children from seven to thirteen years was 15,306,793; of these 13,869,010 or 90.6 per cent attended school, an increase of 4.5 per cent over 1910.

Of the individual states the largest proportion attending school in the 5 to 20 year group is shown for Utah, 73 per cent. Louisiana is at the bottom of the list with 53 per cent. In six states — Iowa, Nebraska, Montana, Idaho, Utah, Oregon — the school attendance was over 70 per cent. For the 7 to 13 year group in seven states, — Massachusetts, Rhode Island, Ohio, Iowa, Delaware, Idaho and Utah, the attendance was over 95 per cent, Massachusetts leading with 96.1 per cent. But her expenditure for public education was only \$35,000,000, or less than one tenth of what her citizens paid in federal taxes, \$363,661,000.

### INCREASE OF HIGH SCHOOLS

While private high schools have been on the increase their development has not been proportionate to that of the public high schools. In 1890 only 60.8 per cent of the high schools of the country were public, while in 1918 this percentage had increased to 87. In recent decades the percentage of attendance has risen much more rapidly in high schools than in grammar schools. In 1890 the public high schools enrolled 68 per cent of all high school students; in 1918 the percentage had

risen to 91.2 In the last thirty years new high schools have been established at the rate of one a day. There are now nearly 17,000 public high schools in the United States, the Bureau of Education reports. This is an increase of more than 452 per cent since 1890.

## WHAT WE SPEND FOR EDUCATION

In the fifty years from 1870 to 1920 we spent for education, including permanent investment in buildings, \$14,552,796,037, according to former Commissioner of Education P. P. Claxton. That is, in half a century we have spent on education about three times the amount of the total governmental expenditure last year.

The total wealth of the United States is estimated at \$300,000,000,000. The total annual income is about \$70,000,000,000. To accomplish our educational purposes we have an investment in material plant of \$13,000,000,000, as estimated by Edward L. Thorndike. This is less than one half of one per cent of our entire national wealth, one tenth the value of the railroads, or twice the value of the telephone system.

The annual expenditure for salaries and upkeep of this educational plant is \$1,000,000,000. For the movies we spend an equal amount, for candy about the same, and more than twice as much for tobacco. Our total annual expenditure for luxuries is over \$22,000,000,000, on \$7,674,000,000 of which federal luxury taxes are paid.

To operate this plant we have a staff of 600,000 teachers, or less than one teacher to each fifty children of school age. 250,000 of these teachers are under twenty-one; 330,000 have had only a high school education, half have had no preparation for teaching and half serve only four or five years.

The total salary bill paid for instruction, to all teachers including kindergartens and colleges is less than the amount spent for face powder and cosmetics. For light, janitor service, fuel and repairs the expenditure is about one third the total of teachers' salaries.

The federal government spends on education, research, and development 1.01 per cent of its total annual expenditures, while 93 per cent of all national expenditure is for past or future wars. The government spends for education, inclusive of the Land Grant colleges, only six cents per capita of the population. Most of the expense of education falls on the state and local governments. The cities pay for education about six dollars per capita of the population and the states and all private agencies about three dollars per capita.

## OUR EXPENDITURE ON THE AVERAGE CHILD

The total average educational cost, inclusive of plant and permanent investment is \$50 per child per year for the whole country. Our total average expenditure for the education of each child from infancy to maturity, including the entire cost of plant and operation, varies from \$63 in Alabama to \$637 in Montana. The average for the United States is only \$252. But only 70 per cent of this, about \$170, is the actual cost of instruction — the average expenditure, during the life of the child, to insure intelligent citizenship.

But the average child attends school for only 6.7 years. If he continues through high school, then, at the present rate of expenditure, the total cost of his education will be \$515. No such sum is spent on the average child. This huge figure of \$515 is expended on less than thirty per cent of our children. Would it pay to spend this amount on a larger number? Would it pay to spend a little more? At twenty-one years of age the life expectancy is normally forty-four years. That is, those who are alive at twenty-one still have an average of forty four years of productive life to look forward to. The difference in the present expenditure per child, \$252, and the cost of giving all a high school education, \$515, is \$263. This, spread over forty-four years of life is about \$6 per year. Would the additional six years of schooling add more than \$6 a year to the productiveness of the 70 per cent of our population who are not now receiving high school training?

## HOW WE STAND COMPARATIVELY

Meager as this expenditure may seem, the United States leads the world. One half the money invested in the education of the youth of the world is spent in the United States, which has only one seventeenth of the world's population.

In England educational expenditure has risen rapidly since the war. The current figures for the year, as given by Mr. Fisher, president of the Board of Education, in a recent debate in the House of Commons, is £51,000. Of this expenditure 56 per cent is borne by the Board of Education and 44 per cent by the local authorities. This is an increase of 20 per cent in the expenditure of the previous year. One half of this increase is for teachers' salaries and one half for the support of ex-service students in the universities. Low as these figures may seem in comparison with those for the United States, they constitute a much larger percentage of the total national expenditure.

## A NATIONAL SURVEY OF EDUCATIONAL FINANCES

The American Council on Education has appointed a commission to make an investigation of educational finance. The citizens' conference on education, which at the call of the Commissioner of Education met at Washington in 1920, urged such a survey of present costs and public resources available to support education. A fund of \$170,000 has been made available by the Commonwealth Fund, the Carnegie Corporation, the General Education Board and the Milbank Memorial Fund. Dr. George D. Strayer is chairman and director. The commission includes such well-known educators as Samuel P. Capen, director of the American Council on Education; Ellwood P. Cubberley, dean of the School of Education, Stanford University; and Thomas E. Finegan, state superintendent of Pennsylvania.

The purpose of the survey will be to study in typical states and communities the existing program of public education, the extent to which this program is carried out and the present and prospective costs involved. An endeavor will be made to ascertain what it will cost to support on a uniform basis a system of public education as at present organized. It is proposed further to investigate the relation of educational expenditures to other necessary governmental expenditures, the methods of raising revenue for the support of education and the possibility of effecting economies.

Definite knowledge on all these points is needed that the taxpayer may know whether his groaning is due to the educational burden or to other causes. To secure funds for education as much intelligent publicity must be given to actual expenditure and probable results as the Good Roads movement has secured.

## NATIONALIZING EDUCATION

The proposal for a Federal Department of Education which for three years has been before the country has elicited the support of practically all educational bodies, labor organizations and leading citizens throughout the country. It has drawn forth condemnation from those who claim to see in it an undesirable tendency towards centralization and bureaucracy. The passage of the Shepard-Towner Maternity Bill by an overwhelming majority in both Houses has brought encouragement to the supporters of a federal department of education. The Smith-Towner Bill has been withdrawn and with slight modifications re-introduced as the Sterling-Towner Bill, sponsored by Senator Thomas Sterling of South Dakota. These changes

have been an attempt to meet opposition of those who feared the sacrifice of the right of individual states to control their own educational program and policy. It now gives full protection on this matter by the "addition of an advisory council to cooperate with the proposed secretary." Of the annual appropriation of \$100,000,000 provided by the bill, \$50,000,000 is to be spent on rural improvements and \$7,500,000 for the removal of illiteracy, \$7,500,000 for the Americanization of foreigners, \$20,000,000 for physical education and \$15,000,000 for training of teachers.

Miss Charl O. Williams, County Superintendent of Shelby County, Tennessee, and president-elect of the National Education Association, speaking for the educational and labor organizations favoring the passage of the bill, pointed out that 700,000 school teachers and 27,000,000 school children, 5,000,000 of whom are now in the hands of untrained teachers, will be effected by this bill.

### STATE LEGISLATION

In general, the past year has been one of marking time with few bold advances in educational legislation. Retrenchment has marked the year in New Hampshire which has turned back from the legislative steps taken in 1919 for the liberation of its schools from political control. The Salary Equalization Bill which passed the 1921 legislature reduced salaries in the education department and threw the executive staff into a swirl of legislative conflict. Four of the five members of the state board of education resigned in protest.

Pennsylvania takes a pre-eminent place among the states which have made notable advances. This is due to Dr. Thomas E. Finegan, new State Superintendent of Public Instruction, who has accomplished a great transformation. Responsibility has been centralized within the department and the cooperation of leading educators of the state has been enlisted in the preparation of a unified and constructive program. The 1921 legislature supported his efforts by many progressive laws. It raised the salaries as well as the standards for teachers and superintendents; it increased state school appropriations from \$24,000,000 to \$36,000,000 and for normal schools from \$1,700,000 to \$5,000,000 to enable them to operate without charging tuition. After September 21, 1927, all teachers must be graduates of approved colleges or normal schools or have equivalent education. Finally, Dr. Finegan is advocating and has enlisted powerful support for consolidation under a state council of education of the State College, the University of Pennsylvania and the University of Pittsburgh.

North Carolina has made notable increase in its educational appropriation from six to sixteen million, with five million for rural school improvement. A minimum salary for teachers with at least two years of college training has been fixed at \$1200 and the number qualified for this has increased 85 per cent in one year. Notable also is the establishment of a teachers' training division to act under the direction of the State Superintendent and to cooperate with the departments of education in the state college.

Great indignation arose in Texas when the governor vetoed the common school appropriation and signed instead the \$1,300,000 grant to the University of Texas. The legislature passed a free textbook bill and raised salaries and expenses of county superintendents.

Indiana reenacted all compulsory school attendance laws. It fixed the minimum salary of county superintendents at \$1400 and will henceforth require of them at least three years successful teaching experience and a life certificate. A tax levy to yield about \$2,900,000 was provided for the maintenance of Indiana and Purdue Universities and the state normal schools.

In Michigan, the Dacey bill, authorizing state supervision over private, parochial and denominational schools, was passed, while the state university appropriation bill was much cut.

Minnesota made a novel experiment in appointing five members from Minneapolis to conduct a "General Efficiency Survey of the Minneapolis School System." This was decidedly unpopular and generally considered as an attempt to play state politics of a low order into education.

Iowa passed a new law providing for a minimum yearly salary of \$1800 for its county superintendents, and appropriated \$50,000 annually for assisting schools in mining camps and \$110,000 for the next two years for vocational education.

North Dakota has a new wage law providing a minimum of \$720 to \$1300, according to the certificate held, with a yearly increase of \$50 for five years. After August 1923, the minimum will be \$810 but teachers must hold a high school diploma and meet all certificating requirements for professional study.

One of the most progressive states is Utah, with its year-round training in health, citizenship, vocations, arts and recreation. The compulsory age limit for school attendance has been raised to 18 and "everybody goes to school." In Nebraska in cities and towns children between seven and sixteen years must attend school throughout the school year and in rural communities for at least six months.

Montana proposed state aid by way of scholarships for competent young people who wished to prepare for teachers. The teacher situation in Nevada is much improved, probably



due to some extent to the increase in the average salary. All schools, except those in a few isolated districts, are provided with teachers, better qualified in many instances than last year.

During the past few years, there has been a marked tendency throughout the country, to elevate teachers' preparing schools to the rank of teachers' colleges. State universities and small degree granting colleges have been a strong source of opposition, but most of the states of the Central West have taken this step, with Wisconsin the sole exception in its territory, while in Massachusetts, Rhode Island, Minnesota, Arkansas, North Dakota, Nebraska and California, 1921 legislation has made the granting of degrees in such institutions legal.

### ECONOMIC STATUS OF THE TEACHER

The status of the teacher has undergone considerable modification incident to economic changes of the last few years. Agitation for increased pay is now a thing of the past and teachers, like other workers, are well content to hold their own. With the economic readjustment of the past year and the consequent reduction of salaries and number of employees, large numbers of teachers who had been attracted by the large salaries in the business world have flocked back to the ranks of educators. In 1920 positions offering \$2000-\$2500 were hard to fill. In 1921 candidates for \$1500-\$1800 positions were numerous.

Results of recent surveys, however, show improvement in the salaries of school teachers. The average of all teachers' salaries in the United States for 1920-21 was \$635, according to former Commissioner of Education, P. P. Claxton. In city schools the average was \$854, and in rural schools salaries averaged \$479. High school teachers averaged \$1,099. North Carolina has the distinction of paying its teachers the lowest average salary, \$284. California ranks highest with salaries averaging \$1,012. In Massachusetts in the last decade the average salary of teachers has increased over 100 per cent.

Compared with other national expenditures, however, the nation's bill for teachers' salaries is still pitifully small, as shown by the report of the Committee on Salaries of the N.E.A. We spend annually more than \$2,000,000,000 on tobacco, \$2,000,000,000 for automobiles, \$1,000,000,000 for candy, \$350,000,000 for soft drinks, with the total measurable wealth of the country estimated at \$300,000,000,000. From these figures it is evident that the nation has the wealth necessary to have better schools and better teachers whenever education is honestly regarded as of sufficient importance. We can have better trained teachers just as soon as there is actual demand for them, — just as soon as we are prepared to pay for them. The

publicity campaign of the National Educational Association for better trained teachers and the widespread exposition in the public press of the teacher problem are helping to increase the demand in the public schools for teachers of ability and training.

Teacher placement bureaus are now operated in sixteen states in connection with the state departments of education. In fifteen other states such work is done informally in the office of the state superintendent. Most of the larger colleges now maintain appointment bureaus which supply schools with their graduates. Private initiative, in this direction, however, is still so much more efficient than socialized or endowed bureaus that the private bureau still functions and new ones with more attractive programs are constantly being established.

### TEACHER TENURE

Tenure for teachers was made the subject of a report recently produced by the National Education Association. The benefit to the public quite as much as to the teacher is emphasized. Pensions enable a teacher to resign whenever she is incapable of giving good service. Tenure does still more. It frees boards of education and superintendents of schools from the embarrassment of refusing to take political or personal friends as teachers in the schools. It inhibits the possibility of wholesale change of teachers due to sectarian or political issues. It is thus a safeguard to the community. The N.E.A. advises tenure by legislation and state legislation in preference to local. The probationary period which always should accompany tenure is alleged to be the barrier which will keep the incompetent teacher from enjoying the benefits of tenure. Just how the political or personal influence that is responsible for the first appointment of an incompetent teacher will be prevented from demanding the privileges of tenure for her is not stated.

### PHYSICAL EDUCATION

The Massachusetts legislature in 1921 finally passed a law making physical education compulsory in every city of 10,000 inhabitants or more. School nurses are to be appointed for work in connection with the public schools and provided with facilities for the performance of their duties. It took a three year campaign to overcome the opposition of Christian Scientists and Catholics who refuse to believe that we have bodies or that they are other than God's concern. Massachusetts has now fallen into line with some of the southern states, Virginia, Mississippi, Kentucky and Georgia which have all passed laws compelling school boards to provide for the physical training of school children.

Clamor from England has recently made newspaper headlines against athletics for school girls. Miss Cowdray, director of a girls' high school in England, protests in the name of future generations against the strenuous exercise of school athletics. A conference of women educators meeting in London puts itself on record as protesting against the athletics indulged in by English girls, on six separate counts. They assert that thereby strong girls are made weak, not weak girls strong, that the disposition of a tomboy is sour; that future generations are endangered, that stiff muscular women have stiff slow-working brains; that physical training colleges are preparatory schools for nervous cases for nursing homes; and finally that Swedish exercises are German propaganda to endanger the race.

College and professional directors of athletics in this country have rushed into print in opposition to these views. President McCracken of Vassar, Miss Comstock, dean of Smith, and the directors of athletics at Wellesley, Smith, Vassar and Radcliffe have been emphatic in their denials of injury rather than good coming from school athletics. In this, however, they make allowance for the fact that athletics for women in England — riding to hounds, playing lacrosse, football and tug-of-war competitions with men, are much more strenuous than the track work, hockey and basketball most popular in this country. President McCracken asserts that the revolt against the modern girl is largely sentiment. In further defense of the general improvement in the health of women students acting Dean William T. Brewster of Barnard reports that attendance at classes is much more regular than it was even five years ago.

### MENTAL HYGIENE

Through the National Committee for Mental Hygiene, whose headquarters is in New York, mental hygiene has received great stimulus. The parent organizations in Connecticut and Massachusetts are being supplemented by similar organizations in many other states. A body of public opinion is gradually being developed calling for further demonstrations of the value of mental hygiene in the schools.

In Boston the homes of the socially elect have been opened for the beginning of a nation-wide movement for the prevention of mental diseases. A series of parlor meetings were held in January, 1922, under distinguished patronage, with national authorities on the subject of mental hygiene as speakers. Similar meetings are planned throughout the year in most of the large cities of the country. Dr. Thomas W. Salmon, of A.E.F. psychiatric fame, struck the keynote of the lecture series by emphasizing the fact that the fight for mental health is won or

lost in childhood. Especially with adolescents are the reactions to nervous or mental strain of greatest danger. A boy's shame in his backwardness in school may result in permanent functional nervous disease.

Mental hygiene programs all over the country have in the past year come to pay more and more attention to the conservation of mental health in normal children. Dr. C. Macfie Campbell, Professor of Psychiatry at Harvard and Director of the Boston Psychopathic Hospital, perhaps the nation's foremost authority on the nervous child, in a recent report, offers valuable suggestions for dealing with the educational phases of such a program. He regards the child of school and pre-school age as the logical point of attack in preventing later mental disorders in the adult. Through the school organization something may be done to influence the formation of character and personality and to aid the individual to avoid the development of an embittered, twisted or discouraged attitude toward life which may lead to disaster.

To this end the teacher must know something of character formation and must be sensitive to the anomalies of character disclosed by pupils. Teachers must have some instruction in mental hygiene, and in normal schools get a psychology drawn from actual life and not merely from the laboratory. Not only must the teaching of mental hygiene in the normal schools be made adequate, but in the schools children with special difficulties must receive special attention. School systems must have physicians with some training in mental hygiene. School nurses must learn not only to be interested in teeth and tonsils, but in the child himself, that is, in the personality of the child.

Such a program involves an awakening of public opinion, the conversion of school boards and practical demonstrations of the value of work in mental hygiene in schools and communities previously averse to it. Such a demonstration has been carried on with great success by Miss Persis Miller in the Locust Point, Public School No. 69, Baltimore. The teachers were made sensitive to the problems of mental hygiene; the school nurse and school physician were interested in not only giving the children a fair start in life, but in raising the mental level of the homes from which these children come. Miss Miller has demonstrated how great and serious a contribution these steps have made to the whole community which was served by the school.

One finds it difficult to overestimate the importance of this work on the future life of the community or the nation. To carry out such a program on a national scale presents one of the greatest opportunities for the future of our educational system.

## SEX HYGIENE

A preliminary report of the Conference on Sex Education has recently been published. Representatives from the fields of education, biology, psychology, psychoanalysis, sociology, medicine and literature have collaborated in this work, under the auspices of the International Committee of the Y M C A. The conference endeavors "to reach a working agreement as to the objectives, matter, methods, time and agencies most likely to prove effective in bringing the sex phenomena to the support of wholesome individual and social development of our young people."

The report makes five points; (1) an analysis of the sex impulse as to psychological, physical and social elements; (2) the purpose and limits of sex education, (3) periods of individual development and limits of sex education; (4) behavioristic tendencies capable of modification by education; (5) grading sex education to individual age, sex and mental development. Pertinent suggestions were made also as to how sex education can be correlated with the teaching of biology, physiology, hygiene, physical education, home economics, psychology, sociology, literature, ethics and moral and religious education.

## EDUCATIONAL TESTS

Educators have always believed in educational tests, but in the past they have been quite satisfied with testing their own work with tests devised and applied by themselves. Of course they have become somewhat hardened to objections of recalcitrant students and parents that their 78.3 per cent or C- was not an accurate measurement of the individual's capacity.

In recent years more serious aspersions have been cast on the value of teachers' marks. Now, with the development of a more scientific method of testing, we have had a number of interesting discussions comparing the accuracy of scientific tests and teachers' marks which still further discredit the old method of marking. Dearborn found, for example, that one instructor giving the same course to the same grade of students in the same university at the same time gave 10 times as many A's as another. In the elementary courses at Harvard, Foster found that the Greek instructors were so grateful to anyone taking their courses that A's were thirty-five times as common in Greek as in English.

The modern test has now come to have a place in every school system in the country and it has come to stay. When these tests are used in conjunction with teachers' marks they enable the teacher to correlate accomplishment with ability and so to use the stimulus of praise for the mediocre achievement when it

marks the limit of ability, or so to spur to further endeavor the pupil who has done well, even if his work has not been up to the limit of his capacity. In large school systems psychological tests are found useful in grouping children of similar capacity so they may progress more evenly and be held to a more fixed standard of accomplishment than would be possible in a group of untested children.

### MR. EDISON'S TEST

Mr. Edison's own particular test, as applied to candidates for employment, has brought him additional fame during the year and stirred many academic minds to virulent activity. In rejoinder Edison has had the opportunity of again expressing his contempt for what the colleges are doing and for those for whom the colleges have done much. "Only one man out of a hundred who has been to college is any good," says Mr. Edison, "and only one out of twenty-three is able to think," he adds. His academic critics have interpreted his test as merely one of memory dealing with isolated facts from many fields. Recognizing that it is not academically good form to pluck nosegays from so many meadows, they resent the fact that Mr. Edison should require from his candidates so variegated a bouquet. Having no desire to placate the academic, Mr. Edison has not explained and perhaps does not so comprehend it, but his test does examine into the freshness of quality, the impressionability and the responsiveness of the mind to knowledge and to new impressions. His query as to "Where do prunes come from?" elicited much profane contempt from the academic who recognized in it only a question of knowledge rather than of interest and open-mindedness. It is perhaps natural that the academic-minded should resent such a test for has not all their striving been to get rid of just this attitude of mind and acquire a manner somewhat supercilious and blasé.

### VISUAL EDUCATION

The leaders of the movie industry have announced that \$1,000,000,000 is annually spent on the movies by the people of the United States. To promote and protect their interests they have felt well able to employ Post Master General Will H. Hays at a salary of \$150,000 a year for ten years.

The most ambitious project in an effort to enlist the future generations in the support of this industry is that recently completed by Dr. Francis Holley, Washington, whereby the 17,000 theaters controlled by the Motion Picture Theaters of America will be placed at the disposal of the school authorities of every city, town and village in which they exist. It is esti-

mated that no fewer than 20,000,000 persons will view the films annually. Films of an educational character will be furnished free of charge and there will be no admission fee

The subjects which may be covered by the movies seem unlimited. Among the unusual are the filming of surgical operations in Germany, bovine tuberculosis instruction in Michigan, marketing courses for farmers in several state colleges, explanation of the Einstein theory in Germany, and propaganda in China for American history and industry. Even Siam has a representative in this country studying the movies with the view of introducing film education to the Siamese millions

Improvements in the adaptability of movies to the schoolroom have appeared, although lessened cost of production and preparation seems not to have followed therefrom. It will not be necessary in the future to darken the schoolroom for lessons to be illustrated or given entirely by the motion picture machine. A new translucent screen is the invention of Thomas Edison and by means of it a picture can be shown clearly in a brightly lighted room.

It is through the eye that man has acquired his most valuable experiences. It is by the eye that he must still continue to do so. Edison, it is said, has estimated that 85 per cent of the sensuous knowledge that we receive comes through the eye, 9 per cent through the ear, and the rest through the other senses — touch, taste, and smell. Visual education in school work in the past has largely been confined to what the eye could get from the printed page or from the blackboard. Photographs and stereopticons have greatly enlarged the possibilities of visual education. But the film has introduced possibilities of vast range. No one has ever questioned the educational possibilities of the film, but few educators would be so rash as to say that much has as yet been achieved in this direction. Dr. John T. Tigert, the new United States Commissioner of Education, gives his official endorsement of the use of motion pictures in education. "Within that celluloid film," he says, "lies the most powerful weapon for attack against ignorance the world has ever known."

It has recently been asserted by competent authorities that not more than a half dozen really valuable educational films have as yet been produced. Much of the difficulty in producing films of real educational value lies in the high costs of production. An expensive film must make a large and popular appeal to insure profit.

### THE CLASSICAL SURVEY

The American Classical League has secured a grant of \$60,000 from the General Education Board, with which to

undertake a thorough investigation of the teaching of the classics. Modern methods of mental measurements are to be applied in an effort to test the actual results of Latin teaching. The response to the testing program throughout the country has been general. 164 schools in 38 states have participated.

The investigation will endeavor to measure, if possible; any gain in the ability to use English that may be correlated with previous Latin study, similar gain in capacity for modern language study; similar gain in power over the Latin language, and the development, through such study, of habits and ideals which are subject to spread. Special emphasis is placed on the fact that this survey is not to demonstrate the superiority of Latin pupils over non-Latin, thereby justifying the presence of this subject in the curriculum, but to discover if Latin is doing what it claims as its function and to provide remedies for any weakness.

The results of this investigation if adequately carried out should have some bearing on the time-worn controversy as to the essential part Latin plays in the make-up of a gentleman of culture. Dean Hawkes of Columbia is reported to have recently said: "No one has ever convinced me that every person going to college and presumably using his time to the best advantage in preparing his mind and body and spirit for a life of usefulness, should be obliged to take Latin or else forego the advantages of further education. This means that I do not believe in required Latin for the A. B. degree."

In France and England there has been similar endeavor to revive interest in the classics. A committee appointed by the British premier to report on the classics sturdily champions their place in education, as intellectual discipline and as a means of meeting modern problems with intelligence. M. Appeel, Recteur of the University of Paris, attempts to compromise with the reactionaries who demand both Greek and Latin in the lycées by suggesting two courses for students,— one to include Greek and Latin and one modern language, the other Latin and two modern languages.

### HISTORY PROPAGANDA

The old concept of history as something fixed and necessarily truthful is dead. We now recognize that history must be reinterpreted for each generation. The essential thing in history is the interpretation of the psychological attitude of peoples and personalities of the past. History is then the paleontology of psychology.

The preparation of history texts for use in schools affords opportunity, consciously or unconsciously, to introduce national or personal attitudes, an opportunity which has always



been exercised and which has elicited relatively little comment until more aggressive and highly organized propaganda brought it into prominence.

On the outbreak of the war our school histories which spoke slightly of past benefactions of British administration were hastily recalled by publishers and recast to meet the psychological need of the times. That some of this rewriting was perhaps not too skillful is evident from the discussion and controversy in regard to propaganda in historical texts that has been active during the past two or three years. The critical scrutiny of American history texts used in schools has led to investigation on the part of school boards and many controversial letters in the newspapers.

The Irish propagandists have, of course, been especially aggressive in charging pro-British bias. The Knights of Columbus, through Edward F. MacSweeney, have taken an active part, and now to increase their influence are offering prizes for original studies in American history. They announce that they will distribute 10,000 copies of such monographs.

### DORMITORIES FOR PUBLIC SCHOOLS

Fifteen states, mostly in the south and west, now provide public school dormitories for secondary school pupils. The recognition of the high school dormitory has already appeared in the laws of some of these states. Nevada authorizes the rental, purchase and erection of dormitories and dining halls for county high schools. Montana has twenty-three high school dormitories ranging from the palatial hunting lodge of an ex-magnate to old rooming houses taken over by the boards of education. In Wyoming, at Thermopolis, high school students who come from rural districts are housed in dormitories,—the girls on the top floor of the new high school building, the boys in a nearby house. The girls help with the cooking and housekeeping. The dining room for both boys and girls is in connection with the domestic science laboratory.

In the south, as the academies of the past generation are transformed into public high schools, the boarding feature is continued under the public regime. Mississippi has from the first successfully maintained dormitories for its fifty-one agricultural high schools, which are among the best high schools in the state.

High school authorities are already planning dormitories for city high schools and the system is bound to extend. Startling as this development would have been a few years ago it is comparable to the maintenance allowances that are being made for school children in England and is a logical development of our generally accepted theory of education that it is the duty and

function of the state to provide education for all. It hangs together with the realization that unfed children cannot be successfully taught, hence the necessity for school lunches, that sick children cannot be educated, hence school nurses.

The public schools are merely following the lead of the private schools in this as in all other things as the socialization of our educational system continues to extend. In this as in other movements private initiative has developed the method, organized community effort further applies it.

### A DEMONSTRATION OF EFFICIENCY

Dr. Colin A. Scott, Professor of Education at Mount Holyoke College, has during the past year applied his scientific method to a whole city school system. The remarkable work which he carried on in a rural school was reported on two years ago in the fifth edition of this Handbook.

The last report of the Springfield Board of Education contains a modest summary by Prof. Scott of the work he has accomplished in the Springfield schools at the invitation of the Board. Dr. Scott's method involves a scientific study of the needs and deficiencies of each pupil in each fundamental study. The essence of his method is to correct the individual's weak points when discovered by drill where it is needed, not by drilling him on things already known. The cooperation of every pupil is secured in this drill so that every pupil in the class room is working all the time for self-improvement. This is in sharpest contrast with the usual class method where the teacher is doing all the work and only one pupil at a time need evade his or her efforts,—the pupil that is supposedly reciting.

Following this common sense but wholly untraditional and revolutionary method Dr. Scott has achieved unprecedented results, not only in all the fundamental subjects but in English and Latin. In Arithmetic he reports: "So marked was this progress that the two classes using the form of practice outlined above moved in three weeks from an average of 42 additions per minute to an average of 68, with a corresponding increase in accuracy, while the control classes, left under the previous system of drill, had made no observable progress in adding. This progress is as great a progress in adding as is usually made in adding in the course of three years."

The method whereby whole classes of pupils make an advance in three weeks which under the old method requires three years deserves the attention and careful study of all live educators.

### THE DALTON PLAN

In England the Dalton Plan is much in the air and is being inaugurated in many centers. This is due to the interest

aroused by Miss Helen Parkhurst who in the summer of 1921 lectured on the Dalton Plan in England to crowded houses and overflow meetings. Miss Parkhurst, who has since opened a school in New York City, it will be remembered, developed this Laboratory Plan in the Dalton, Massachusetts, High School, with the cooperation of the principal, Mr. Ernest Jackson and under the patronage of Mrs. W. Murray Crane.

The plan provides for and allows the pupils freedom to prepare their work in their own time but the preparation and study for each subject is made in a room equipped for the purpose as a laboratory with reference books, maps, pictures and other appurtenances for the special subjects of history, mathematics or whatever the subject might be. A teacher in attendance offers help and answers questions.

### PROGRESSIVE EDUCATION

Since the report on Progressive and Experimental Schools in the 1918 edition of this Handbook the interest in progressive education has come along with great strides

The Association for Progressive Education in its three years of existence has done much to develop public opinion and give voice to those who, discontent with education as it is, have attempted to make it better. It is no just criticism of such effort to say that some who are trying to do better have failed. That will always be. Commendation rather should go to those who are making the attempt at betterment. That there is opportunity for betterment if brains are available must be apparent to all except the totally unmoral and the blind.

There are few today who would be so bold as to say that the world could not be better and that the schools should not play a part in the process. The number of schools that now class themselves as "progressive" is increasing rapidly, due either to a change of conviction and method on the part of the older established schools, or to new schools that have sprung into existence. There is a widespread demand on the part of parents for something different, something better, something more progressive than the traditional practices of the established school.

Almost every progressive tendency has come directly out of the home in the demand of parents for something different. Most of the progressive schools that have been established have been brought about through community organization of citizens rather than through the effort of educators. Where progressive education has made its way in our public schools it has similarly been due to the attitude of the public. The public schools systems of some cities of the west, notably Portland, Oregon, are more progressive than our most progressive private schools of the east.

## INTERNATIONALIZING EDUCATION

The many enterprises that are tending to internationalize education are in no way antagonistic to the effort to nationalize our schools, to give them distinctive national attitudes. While the war intensified nationalism it has forced us to critically examine the war-mind and to psychoanalyze the war. Everywhere the conviction has gained ground that the origin of war is largely due to a perverted nationalism in its reaction on foreign relations.

At its best the movement toward nationalism means that process of self-discipline, self-realization, which must precede true participation in all larger relationships. What made the war easy to invoke was the submergence of the individual in his detached national group. To make war less easy to invoke the individual must recognize the vital relationship of his group to the larger group which embraces the world.

On a larger scale, in other words, the problem is the same as that in "Americanization." Just as we have felt the need of furthering a sympathetic understanding between the native and the foreign born in this country, so the sympathetic understanding of one nation by another must be fostered if the world would avoid strife and deadlock.

Much is to be gained through interchange of teachers and students between different countries. In Great Britain this plan is being carried out in the scheme advocated by the League of the Empire and sanctioned by the London County Council for the interchange of teachers between the Mother Country and the Colonies. About forty teachers from overseas were in 1921 on a year's leave of absence teaching in British schools, their places being filled by English teachers "who are thus learning the ways and lessons of the younger lands." Canada, Australia, New Zealand and South Africa are taking part in this scheme.

The American University Union in Europe, established during the war, is to continue as a permanent institution. Its purpose is to act as an "international clearing-house of scholarship and amity" through the interchange of French and American and British and American students and teachers. The Union is supported by the membership fees of more than fifty American universities and colleges and by government and educational authorities in Great Britain and on the Continent. President Judson of the University of Chicago is chairman of the Board of Trustees and President Hibben of Princeton, vice-chairman. American students who wish to enter either British or French universities should communicate with the office either in London (Dr. G. R. MacLean, 50 Russell Sq.) in Paris (Dr. Paul Van Dyke, 1 Rue des Fleures) or in New York, (Dr. John W. Cunliffe of Columbia University).

The American Scandinavian Foundation, sponsored by American and Scandinavian bankers, provides for the annual exchange of forty students between the universities and colleges of the United States and those of Norway, Sweden and Denmark, twenty to be from the U. S., ten from Sweden, five from Norway and five from Denmark. Americans wishing to profit by the fellowships established should apply to the office of the Foundation at 25 West 45th St., N. Y. C.

The Peabody Foundation for International Educational Correspondence, of the George Peabody College for Teachers, Nashville, Tenn., organized with the cooperation of the Dept. of State and the Bureau of Education, is now in full operation. Its first branch, the Bureau of French-American Educational Correspondence at the close of its first year had 18,000 American pupils enrolled who were corresponding with their assigned French pupils. Each uses his own language at first but as progress is made each may write entirely in the language of his foreign correspondent. A Spanish-American Bureau has been added lately and an Italian Bureau is to be organized. Anglo-American, Japanese and Chinese Bureaus may be established.

The Netherlands Committee for organizing holiday journeys for young people on an international basis, which was obliged to suspend activities during the war, has been revived on an enlarged plan. These are in part "study journeys" and their purpose is to "widen the mental view and open the eyes of young people to the necessity for friendly relations among the civilized nations of the world." In addition, the Committee organizes study journeys for older youths from abroad who contemplate a longer sojourn in Holland, and it places its services at the disposal of such travellers for counsel.

The Education Foundation of the Belgian Relief Commission "organized to advance higher education in Belgium and to foster closer relations between Belgium and the United States," has become effective through the admission of twenty-four Belgian students to American Universities and twenty-two Americans to the universities of Belgium. An endowment provides scholarships and exchange lectureships.

It is pertinent to note in this connection that the Educational Review for March calls attention to the crying need for increased provision for foreign students in this country, making the point that "America is probably the only civilized country in the world that charges tuition to those intending to become teachers." Whatever association of the nations may be developed in the course of time, its success will depend upon a sense of international fellowship. And there can be no agency for achieving this comparable to the exchange of students and teachers.

## THE SITUATION IN THE COLLEGES

The demand for higher education is still on the increase. Nearly half a million young men and women are now receiving higher education. There are perhaps two million of the same intellectual class who are capable of benefiting from such higher education. The rapid increase in college enrollment leads one to inquire what may be the future.

### LIMITING COLLEGE ENROLLMENT

Registration in the colleges and universities is again greater than ever before. Statistics compiled for seventy-four of the leading universities and colleges show an increase of seven per cent over the previous year. This is not so large an increase as in the year immediately following the war, but several institutions show an increase of over three hundred per cent in the last three years. The state and urban universities show the most rapid increase. In New York City Columbia has an enrollment of over 22,000 and New York University of over 10,000.

Increased operating costs have compelled many of the smaller colleges, in order to keep within their financial limitations, to turn away hundreds or thousands of students. Dartmouth this fall rejected 1600 applicants, Princeton 1500 and Stanford 500. Even the larger universities have been obliged to restrict their enrollment. Columbia some time ago announced a selective plan and Harvard is contemplating some such measure. But the state universities have no such privilege. They are bound to accept every student qualified for entrance. California, with an enrollment of over 10,000 is now the largest state university, closely followed by Pennsylvania with 9,650, Illinois with 9,084, Michigan with 8,727, while Ohio, Minnesota and Wisconsin have an enrollment of over 7,000.

This inundation of students, according to George R. Coffman of Grinnell, has led to a "high class of mediocrity" in the colleges, and has led to various plans for selecting and limiting the enrollment. The University of Washington finding its enrollment 5300 and its capacity only 4500, has raised its standard for re-registration by rejecting students who have not a passing mark of C or better in two thirds of their work. Formerly a passing mark of D in half the subjects was required. Entrance requirements will also be made more stringent, grades of A or B in two thirds of the high school work being demanded for an entrance certificate.

Dartmouth with 1000 applicants ten months before the date

of registration for 500 places that will be available in the fall of 1922, has adopted a selective plan so that its entering class in 1922 will be chosen on a basis of character as well as scholarship. Yale has placed a premium on brains by allowing a concession of \$100 on the tuition rate of seniors of high scholarship in the Yale Sheffield School and this plan will ultimately extend to other classes.

Certain remedial measures, to prevent the growth of universities bringing them to the breaking point, were suggested by President Lotus D. Coffman of the University of Minnesota at the inauguration of President Burton of the University of Michigan. He proposes larger classes wherever practicable, as in laboratory and lecture courses, establishment of a teaching grade below that of instructor; equating secondary and university credits in beginning courses; discarding by universities of secondary subjects; and varying the length of professional training by the requirements of the subject, instead of prescribing a certain number of years for any professional school.

### THE FUTURE OF THE COLLEGES

There are today some 455,000 young men and women enrolled in colleges, universities and technical schools, and about 45,000 additional of college grade in normal schools. These are fair estimates arrived at in May 1921 by the Commission of the Association of American Colleges. Today the figure would be a little higher so that there is probably one college student to every two hundred of the total population.

It may be assumed from the census that there are about eight million men and women of college age, that is between eighteen and twenty-two. Six per cent of this number, then, are in college. But it must not be assumed that college facilities need be provided for the other ninety-four per cent.

The Army Intelligence Test given to a million and a half enlisted men indicated that only fifteen per cent of our selected youth are of the officer class, of "superior or very superior intelligence." It may safely be inferred then that less than fifteen per cent of the population from eighteen to twenty-two years of age have such intellectual capacity that they would profit largely from college training. It is evident, therefore, that less than 1,200,000 is the maximum number of our total population that would profit by a college education.

If the present rate of increase in college registration is maintained the College enrollment in 1950 will be 1,380,000 it has been estimated by the Institute for Public Service. This does not mean that the demands upon the colleges are unlimited but it does mean that it will be thirty years, at least, before all

our youth who are capable of benefiting by a college education are receiving it.

To meet these future needs the number of existent colleges and universities is adequate, the commission of the Association of American Colleges points out. Of the 673 colleges reported by the U. S. Bureau of Education in 1917-18, 252 had less than 200 students and only 178 had enrollments of over 500. It is only necessary that some of the weaker ones be strengthened and their facilities increased. If 400 of our 700 or so colleges were strengthened each to care for 6000 students they would accommodate the 1,200,000 of our youth capable of profiting by a higher education.

### COLLEGE FINANCES

More than \$65,000,000 is required annually to run the colleges and universities. And yet there is probably no college or university that could not use larger funds to advantage. The Massachusetts Institute of Technology, for example, exacts a tuition fee of \$250, all it is believed the majority of the students could pay, and this is more than ever in the past. But the operating expenses amount to \$550 a year for each student, and if a modest charge for capital invested were made, the cost to the student would be \$750 a year.

When two years ago there was presented in the *New Republic* a plan of college financing whereby the traffic should be taxed what it would bear, \$40,000 a year for the son of the war profiteer, and \$4.00 for the same service to the ambitious minister's son, the writer, to get away with it, even to so forward looking an audience, was obliged to present the idea whimsically. Now such a plan has been taken up in all seriousness and enlarged on by Julius E. Barnes of the Institute for Public Service, who believes that the colleges should more nearly pay as they go and that it would be wise to try "high enough tuition to warrant high enough professional salaries." There is reason enough why higher education should be supplied at less than cost to the qualified young man or woman who is unable to pay more than a nominal sum, but there is no reason why we should continue to supply to the pampered sons of the ultra rich a \$750 article for \$250.

College drives, headlined in the newspapers during the last three years, have added \$100,000,000 to endowment funds which now total \$600,000,000. The Harvard drive recently netted \$12,000,000 in cash and pledges. Princeton raised \$8,000,000. Now the colleges of secondary rank are engaged in gathering up the fragments. Students and alumni have been enlisted in spectacular stunts for publicity and money gather-



ing purposes. Vassar, in a campaign of many unique features, is getting together \$3,000,000. Boston University has set \$3,000,000 as its goal and its general committee of sixty has undertaken to interview in person every graduate and ex-student in New England.

College budget-making is a serious problem, for notwithstanding increased endowments most of the colleges annually close their books with a deficit. The Carnegie and Rockefeller Foundations have in many cases come to the rescue, especially in contributing to specific causes. An initial gift of \$1,785,000 from the Rockefeller Foundation establishes a School of Public Health at Harvard, and at Columbia an Institute of Public Health and an Institute for Cancer Research have been endowed. The Carnegie Foundation has supplied \$1,000,000 to provide dormitories for the students of Carnegie Institute of Pittsburgh.

College financing has still other aspects. The National Citizens' Conference is on record as protesting against the wastefulness of the whole system in colleges, the wastefulness of students' time, the duplication of courses for a few students at high cost of operation and instruction. In his monograph "How Much Does Higher Education Cost," Edwin B. Stevens of the University of Washington points out the need of strict cost accounting, elimination of waste and duplication. There are any number of ways in which the colleges could save a large amount of their expenditures without loss of efficiency,— suggestions any one of which would probably horrify the academic mind.

### UNIVERSITY INNOVATIONS

The labor overturn in the college presidencies is running extraordinarily high. Nearly all the greater universities and many of the smaller colleges have inaugurated, or are about to inaugurate, new executives. A recent number of the *Educational Review* presents photographs of fifty new college presidents and presidential candidates. The composite photograph made up from these fifty is that of a modern business executive, such as one would find behind a desk in any business corporation office. These executive changes account for the numerous innovations in the university world during the past few years.

To the administration of the great universities have come men of broader outlook, men who have had more intimate contacts with outside life, men who have not been immured in academic seclusion. With this stirring of new energy within academic circles a brighter day is dawning for the universities which a few years ago seemed sunk in academic seclusion and suffering from academic dry rot.

A greater Rochester University becomes possible through the

munificence of the film magnate, George Eastman, of Kodak fame, who was the mysterious Mr. Smith, benefactor of M. I. T. Mr. Eastman has made available \$10,000,000 to establish a great university of many departments on a new site. In addition there will be one of the greatest music schools in the world, with a large hall for concerts and movies, where opera scenarios may be witnessed to the accompaniment of the original music. The music faculty will include noted virtuosi and composers. Bonnet, the organist and Sibelius, the Finnish composer, are already engaged. The school already has four complete school bands and three large orchestras.

A night course in Band Music and Band Playing is offered at Columbia to non-university members as well as to Columbia students. It is open to all who can profit by playing in concert.

More than fifty students have enrolled in the Harvard Graduate School of Education for the course of Training of Teachers of the Blind. Charles B. Hayes, the director, finds his greatest difficulty not in teaching the blind to do things, but in teaching those with unimpaired faculties what the blind can be taught.

At the College of the City of New York a system recently inaugurated makes it possible to take every course offered in its regular curriculum at night sessions. The complete course can be finished in about eight years, and more than 11,000 are now working for their degrees in these evening courses.

A vision of a new type of university was put forth by former Secretary of the Interior, Franklin K. Lane, in a letter to the Times just before his death. This remarkable proposal may be regarded as Secretary Lane's last will and testament. He presents a vision of a national university located in New York City, the great center of our population; a university which shall be receptive to all new ideas, a place of exchange for ideas of such men as Pasteur, the Wright brothers, Bergson, Einstein and Wells. Such a university would appeal to minds of the first order. In operation it would be neither expensive nor complicated. Bricks and mortar would not enter in prominently. For halls and meeting places those already in existence could be utilized. In a small way, the new School for Social Research in New York City is perhaps carrying out his ideas.

President Lowell in a recent address had much to say about "the sacred fire" which it is the function of the colleges to keep alive. That there is no general belief that the universities are performing any such sacred function today was evident from the comment that immediately appeared in the critical press. It was pointed out that since the days of the Reformation the universities have never led but have acted as a brake on progress. The English universities, for example, have been Catholic or Protestant just as our American universities have been pluto-

cratic or democratic, in each case dominated by the political and economic forces of the day.

A university such as Mr Lane envisaged, backed by critical and enlightened public opinion, might serve to enkindle and keep alive a "sacred fire," a fire of enthusiasm for discovery, forward thought and human progress.

### RECOGNIZING THE INDIVIDUAL

The hard and fast entrance requirements of the universities, long the center of attack, are yielding year by year to continuous pressure. The rigid classification of students in the university is yielding to the recognition of the individual as apart from the class or mass. The universities are beginning to see their opportunities and duties in meeting the needs of individuals and are consequently relaxing academic regulations and standards which have been built up to maintain their dignity in the past but which have interfered with their broader functioning.

Columbia has made it possible for graduates of unaccredited colleges and mature undergraduates to do advanced work where they are capable. Courses are provided which will qualify for professional and graduate schools mature men and women who lack the credits required for graduation.

At Barnard thirteen seniors of unusual development have been selected to do advanced work under the most distinguished professors of the Columbia faculty.

The idea is that relatively too much attention has been given to mediocrity. Now some special attention shall be given to those of unusual ability. With the same intention President Ayedelotte of Swarthmore in his inaugural proposes separating the mediocre students from those of higher intellectuality.

At Smith under the initiative of President Neilson special provision is being made for the higher intellectual development of its more brilliant students. Ten per cent of the class of 1924 will be selected for special training which will combine the leading features of the honor system of the English Universities and the tutorial system of some American colleges. The plan includes personal supervision of the student's work by instructors and freedom for extra work in courses of the student's individual choice.

### TEACHING COLLEGE TEACHERS TO TEACH

The idea that college professors and instructors have anything to learn about teaching is by no means fully accepted in academic circles. Thirty years ago, when departments of pedagogy were an innovation, the idea that teachers could be produced other than by an act of God at birth was equally

foreign Only gradually has come a general appreciation of how egregiously bad is most college teaching. The first book on the subject, by Paul Klapper, was reviewed in this Handbook a year ago.

There is ample justification for saying that the contribution the universities might make to national life would be enormously increased in value if there were better teaching in our colleges. It is the first essential toward the educational betterment of the country. College teaching which fails to set students on fire intellectually, to make them intellectually keen about something worth while, fails to make potent the greatest influence for progress available in the country.

In his "Personality Culture by College Faculties," (Institute for Public Service, N. Y.), David Berg presents very vividly and dramatically how bad the teaching of most college professors is, in a series of kodaks of the instructors in various classes of the University of Wisconsin summer school. He presents them with all their characteristic mannerisms, vanities, fopperies. Each professor is immediately recognizable to those familiar with the faculty, although ten years added to or subtracted from ages is occasionally startling. Well known men on the faculty, though presented anonymously, stand out unmistakably. Only occasionally is there a discrepancy. We see in action O'Shea of the perfect teaching technique and the enthusiastic classes; Carl Russell Fish, his really forceful mentality impressive in spite of ridiculous mannerisms; H. C. Miller of the high school, hazy-minded and erratic; Guyer, the perfect scientist, Max Otto, artist and biologist, his insignificant personal appearance forgotten at the first word of his lecture; Schlichter, the dynamic mathematician; Mills, the loud voiced, dogmatic Englishman combining horseplay and music history in a course called musical appreciation; Elsom, with his enthusiasms and lack of sympathetic insight.

Mr. Berg in this clear sighted sketch of what students find in the classes for which they register, gives more than a hint of the value of such a course as has been given so successfully at the Pennsylvania State College. This course grew out of a recognition by the faculty of the need for better teaching. It was exclusively a faculty project, and besides the unanimous vote passed by the faculty to establish such a course, its popularity was attested by the fact that 95 per cent of the faculty enrolled. Hours were selected when all could attend and ten lessons were given during the week. Dr. Kilpatrick of Teachers College gave the course, and later the School of Agriculture invited Dr. W. W. Charters to give another short course on methods of teaching. The survey made five months after

Dr. Kilpatrick's course proved that the faculty as a whole felt great improvement in their ability to "get things over" to their students.

### COLLEGE STUDENT SELF-GOVERNMENT

Self-government like democracy is an elastic term which may mean all things to all men, to say nothing of the women. Much that is put forth as self-government is platitudinous and promotive of hypocrisy. Too frequently self-government is little more than a system of student espionage inaugurated to relieve the faculty of its police duties. Some recent experiments are of special interest

Perhaps the most interesting type of self government is that at Knox college in Galesburg, Ill., where students are placed strictly on their honor and "democracy by lot" is in effect. Social life centers in the Commons Building, Seymour Hall. Each man draws lots once a week for place at table with nine chance fellows. Once a week twenty-five men are chosen by lot to dine with co-eds in the women's hall, while twenty-five girls, similarly chosen, dine with the rest of the men.

At Princeton a senior council has been established "to supervise the morals" of the student body. Although an undergraduate will not report a delinquent fellow to the faculty, he will, it is found, hail him before the council on the understanding that the information furnished shall go no further. The council sits once a week to hear complaints, and a three-quarters vote is necessary to convict. The defendant may plead and bring witnesses, but the word of the man on trial carries more weight than circumstantial evidence. In case of conviction the council recommends punishment to the faculty and the recommendation is accepted without question.

The students in the Medical School at Wisconsin in 1920-21, were reported entirely self-governing. This practice is common to professional schools throughout the country. The faculty in many schools are not informed of offenders, but the cases are dealt with entirely by the students.

### COLLEGE BY MAIL

The experimental stage in the development of instruction by correspondence is long past. The University of Wisconsin, with an extension course enrollment of over 20,000, has published twenty-six text books prepared for the use of correspondence course students by its extension division staff. In the last ten years 135,050 copies of these books have been sold to others than the university's correspondence students. The royalties reverting to the university in 1920 alone amounted to \$30,000.

Next in number of enrollments in their extension divisions come the Universities of Chicago, Florida, and Ohio, with about 5,000 each.

Distance makes no difference to the 40,000 men and women in over 300 different occupations who are getting their college education via the two cent stamp. The man in Alaska or China, the boarding-house keeper, the clergyman, the actor, the man in the penitentiary or the bank clerk are all eligible for university credit. Commercial courses are in general most popular, and with this demand in mind the University Extension Divisions are providing business training in all phases. The three strongest collegiate commerce courses are in the Universities of Chicago, Michigan and Texas. A third, 6,896, of Wisconsin's correspondence course students are taking business courses, while engineering and industrial studies claim about 5,000. Foreign languages take first place at the University of Kansas, practical mining at the University of Kentucky, education at the University of Oklahoma and English at the Universities of Chicago, Indiana, and Texas.

In some cases, limited funds have made it impossible for institutions to offer all the courses demanded. The University of Oklahoma has arranged with the University of Chicago to carry certain registrations, charging the student a small fee for the privilege. Extension publications are appearing in connection with this correspondence work and the Extension Journal of the University of Nebraska and the Extension Monitor of the University of Oregon are thriving evidences of the popularity such journalism may achieve.

### COLLEGE SUMMER SCHOOLS

In the summer of 1921 there were conducted summer schools at 410 colleges and universities which enrolled 253,110 men and women. This was nearly one-third more than in 1920 and one-half more than in 1918. Teachers especially patronize these summer schools for self-improvement and advancement. From the same motive the farmer flocks to the Chautauqua and the mechanic takes correspondence courses.

Columbia, with an enrollment of 11,809 in 1921, attracts others than teachers by adding to its summer courses instruction in paper making, gasoline engineering and the uses of industrial alcohol. Ralph H. McKee, head of the department of chemical engineering, was in charge of the courses and was assisted by executives and chemists from the industrial field. A large contingent of industrial workers composed the student body.

The University of Chicago in its summer school, which shows

a steadily increasing enrollment, attempts to solve the problems of superintendents and principals in courses in administration, finance, selection of books and teachers

In the opening of Bryn Mawr for eight weeks to women selected from the ranks of industry, the scope of the summer school broadens. The aim of the school, according to President M. Carey Thomas, "is to offer young women of character and ability a fuller education in order that they may widen their influence in the industrial world, help in the coming social reconstruction and increase the happiness and usefulness of their own lives."

Miss Mary Anderson, director of the Women's Bureau of the United States Department of Labor, describes the experiment as "a bridge across the gulf between purely practical experience and theoretical training." "What the workers need as much as anything in the world is the means to express what they have learned by their life's experience," she says. "If they have the contacts and the training through which to make themselves articulate, if they get the wider view which shows them not only the practical necessity but the broad philosophical basis of the principles which underlie the economic struggle, they will be able far more quickly to bring the rest of the world to their understanding."

Paul Kellogg of The Survey, commenting on the plan, says: "It looks as if the college as an institution in this country might become what the great universities were in the great centuries. They did not merely carry on the heritage of the past, they were on the very frontier of progress and learning." A second session of the Bryn Mawr Summer School for Women Workers in Industry will be held in 1922.

A novel summer institute was held at Williams in 1921, for publicists, editors and political economists. It was instigated by President Garfield and supported by Barney Baruch, the former stock gambler, now become one of our national advisers. The school is likely to continue next summer. President Garfield is already abroad searching for prominent men for the 1922 staff, with the promise of Barney Baruch that the Institute will have ample financial support.

## EDUCATION IN EUROPE

### ENGLAND

The educational situation in England has been one of stagnation and reaction. The outstanding feature of the year has been the official suspension of the Education Act of 1918. The "Appointed Day" when the provisions of the Act were to go into effect, after repeated postponement, had been set for January 1, 1921, but late in 1920 the government decided that "except with fresh Cabinet authority, schemes involving expenditure not yet in operation are to remain in abeyance" and requested local authorities "for the present not to incur, or commit themselves to incurring, any new expenditure." Thus was abandoned the feature of reconstruction resulting from the war of which Great Britain had reason to be most proud and which most clearly marked progress toward the attainment of ideals for which the war was fought.

Of the collapse of this program the Manchester Guardian said: "The interests which had fought it when it was still a Bill were not reconciled to it by the mere fact that it had become the law of the land. From October onwards protests against educational expenditure were made in the House of Commons — by a band of members to whom the very idea of educating the children of common men and women seems in itself an extravagance. In December, speakers at a conference of the Federation of British Industries denounced the Education Act in the name of economy. Finally the Select Committee on National Expenditure in its 7th report recommended that "those parts of the Education Act 1918 which involve increased expenditure should be suspended. Before the end of the year the Government had given way. The result is that all schemes not already sanctioned by the Board — and those sanctioned can be counted on the fingers — are arrested. Nor is this the worst. The suspension of the Education Act is ostensibly temporary. But no time limit has been fixed at the end of which this 'temporary' suspension is to end. The opponents of education have tasted blood and are not likely to be less exacting in the future. Only a strong and persistent demonstration that public opinion does not appreciate the 'economy' which takes the form of defrauding children of education will prevent the most important part of the Act from being destroyed altogether."

The London County Council, taking time by the forelock, inaugurated its system of continuation schools for boys and girls from fourteen to sixteen before the suspension of the Act,



and twenty-three of these schools were opened. However, they did not long escape the ban of the government's decision.

In June the London Educational Committee resolved to recommend to the County Council that the scheme be amended so as to provide for the present, for the education of young persons up to 15 years of age only. In July the Council decided to concur in the recommendation. In the storm of protest which arose, the London Times branded the act of the County Council as "wholly illegal."

Symptomatic of the conflict going on in the educational world were two conferences held in August. The conference held at Cambridge on "Classics and Realities" gave evidence of a formidable reaction to the tendency for science which was stimulated by the war. At Stratford-on-Avon, the conference on "New Ideals in Education" took for its general topic "The Relation between Present-day Education and Daily Life." Professor Geddes said: "We are passing from the economics of Adam Smith to those of Ruskin, and if teachers instead of being combined in trade unions were united in a guild which insured effective work, society would hasten to reward them. It is a mistake to try to impress on children the emotions and ideas of the past. They should rather be left to their own sensing and thinking. Ideals of education are discoverable, and it is possible to find out what is wrong in education provided the necessary method is used."

Mr. Henry Wilson, speaking on "The Creative Impulse Suppressed," also urged strongly that teachers combine, as the most effective means of remedying certain deplorable conditions in the schools, while M. Cousinet, an inspector in the French schools, told of a successful experiment in co-operative group work in a small country school.

## EDUCATION IN FRANCE

France, like most other countries, has reached a crisis in education. Teachers have left the ranks, teachers' unions have passed resolutions, big business is interested, and science is urging action. Economic conditions dominate the educational situation. The question of educational reform is complicated by the appalling industrial and agricultural devastation. The restored districts report fair progress in reconstruction, in spite of repeated bombardments of the Government on the charge of "sloth" and "niggardliness." When the war began these regions had 6,990 schools with 580,467 pupils. In 1921, 6,613 schools had been reopened with an attendance of 397,918.

An indication of what the country has suffered by the war is the 40 per cent decline in enrollment at the University of Paris.

In 1913-14 there were nearly 13,000 students. In 1921 there were only 7,634. Science is least affected; letters, law and medicine show a diminution of 50 per cent, since these students come largely from the middle class which has been most cruelly hit, and the costs of university education are high.

The increasing agitation over the question of the moral and legal right of teachers to organize in specific unions affiliated with local labor unions has reached a point where the right to strike overshadows all others pertaining to the status of teachers. Early in the war a few local teachers' associations had affiliated with labor unions without causing much comment. In 1919 they had increased within five months from 90 to more than 300, due probably to the fact that the new law conceding to all government employees the right to organize omitted to mention teachers. Since then, every local organization has been split over the question — the younger and more vigorous element favoring union affiliation on a national scale.

Even more sorely than in the United States, the brainworker in Europe has suffered from the aggressions of trade unionism. Thus, in France the department heads of the School of Fine Arts receive 4,000 francs a year and the caretakers 5,200 francs. The average pay of elementary teachers is 5,500 francs and of skilled workers in an automobile factory 14,400 francs plus overtime. A joint meeting of professeurs de lycée and women secondary teachers was held to consider the offer of bonuses — for older assistant professors 300 francs a year, or, at present rate of exchange 5 pounds; and for recently made assistant professors 23 centimes a day, or, if he worked Sundays and holidays, about one pound 8 shillings — made to them by the Minister of Public Instruction. The offer was rejected. In April, however, the Senate reversed its decision not to increase teachers' salaries, so better times may soon be coming.

An interesting phase undoubtedly of the hereditary struggle between France and Germany is the serious consideration now being given in France to physical education, especially of women, because it is felt that the real competition is racial and that its success depends upon the increased physical power of the people.

All propositions for reform are largely adapted to economic needs, and are therefore inclined to emphasize the kind of training which will best advance material interests, such as technical training. "Les Compagnons," a group of young men, teachers before and after the war, are attracting much interest in their contention that pre-war education fell short in most of the ways that count and must be wholly reformed — "that the national education of the future must be practical, creative, adapted to actual life." At the same time, France keeps stead-

ily before her the ideal of that general training in national culture "indispensable to a Frenchman," perhaps most representative of the temper of French thought. In such an atmosphere, says the Educational Review for April, 1921, "the new Minister of Public Instruction is in charge of a task at once inspiring and tremendous"

### GERMAN EDUCATION

The educational situation in Germany naturally reflects the political and economic conditions. Cross currents and diversity of view-point make it difficult to distinguish definite tendencies. There is a great variety of proposal with little fixed accomplishment.

The Left, still in the minority, is for communistic tendencies, depriving teachers of authority and emphasizing parents' councils. A movement for internationalizing education is being promoted by the Socialists. Contemporaneously there is a vigorous development of nationalism. Political aims are not wholly divorced from educational in these tendencies.

The draft of the Imperial School Law shows an effort to conciliate all parties, and, like most compromises, has invited attacks from all sides. The storm center is its enactments in regard to religion, a matter on which Germans are just now particularly sensitive. The old Volksschulen (Primary Schools) are to remain under the style of Gemeinschaftschulen (Common Schools), while the establishment of denominational or non-religious schools is to be left to local option. In the Common Schools, open to all children, religious instruction, in the sense defined by the Constitution, is given as a regular school subject.

In Berlin, Leipzig, Hamburg and the larger cities, there has been great popular demand for the restoration of religious instruction. On the other hand, at Spandau at the beginning of the current school year over 500 pupils went on strike in protest against the action of the local authorities in instituting religious instruction. School strikes are numerous in Germany, but their origin is generally political.

But the feature of the Imperial Bill of greatest interest is the provision for the first time that the gymnasium and university be made accessible to other than the privileged classes. The bill also provides for a reform of German spelling. Committees of experts are now working on a simplified orthography.

The German universities are in as serious a condition, it is said, as they were at the close of the Thirty Years' War. The lecture halls are crowded, but the students cannot pay the 500 per cent raise in tuition. Junior members of the teaching staff receive about \$25 a year, at the present rate of exchange, and they cannot live on that. Only 40 per cent of the students at

the University of Berlin, according to *School Life*, have more than 300 marks a month for their total expenditure — about \$7 50 at present rate of exchange. If it were not for the Society of Friends (British Quakers) who are serving meals to students at a nominal price of a mark and a half the number of students would be greatly reduced. "The old type of German University student has disappeared. The typical college boy in the German Republic is a thin, undernourished, shabbily dressed youth."

In Berlin, Hamburg and other cities, "Begabten Schulen" for gifted pupils have been established, as one of the phases of rehabilitation, for replacing the intellectuals lost in the war. The purpose is to discover and develop those of exceptional ability. These schools have been attacked as a manifestation of the spirit of autocracy, but it is claimed that there is to be no discrimination made against the children of the poor.

One of the most encouraging phases of the whole complicated situation in Germany is the evidence that there is a genuine appreciation that the old school system with its caste spirit and narrow bureaucracy was largely responsible for the country's downfall. A Congress of Moral Education in Leipzig last April was convened to the following summons: "The truths of philosophical and scientific ethics, which up to the present have been a leverage elevating individuals, must now be extended to the people through the agency of education."

### OTHER EUROPEAN COUNTRIES

In Holland the new Education Act removes some of the religious difficulties which hitherto, by claiming the almost undivided attention of so many of the best minds in Holland, had been a very real hindrance to the development of the great Dutch educational tradition.

Czechoslovakia recognizes that her welfare depends on the thorough democratization of education. During the Magyar regime there were hardly 300 elementary schools that employed Slovak languages for 2,000,000 Slovaks; whereas there were 3,000 Magyar schools, although the Magyars were but 22 per cent of the population. There was not a single secondary Slovak school and but one university. In the two years of its existence, the Czechoslovakian Republic has established over 4,000 new schools of various types, 2,600 popular schools, 50 secondary schools, two universities, and a large number of advanced technical schools. It is in accord with the spirit of the times that in her new school policy the Republic has deliberately avoided a narrow "nationalism." Three hundred new German schools have been founded and 110 new popular schools for the Ruthenians.

## RECENT EDUCATIONAL LITERATURE

Continued labor difficulties have disturbed the printing industry and kept production costs high so that the output of books has not yet quite reached normal. The distractions that followed the outbreak of 1914 materially interrupted the work of authors, though book production was not immediately greatly decreased. Since 1917 the number of books published has been below the normal of previous years. In 1920 there were published in the United States 8422 new books, 2023 less than in 1916. The greatest loss was shown in the classifications science, economics, law and business. There were gains in poetry, drama, biography and travel. Fiction titles in 1920 increased in number 250, bringing the total of 1154 titles up to that of 1913.

In England the war and subsequent events resulted similarly in a reduction of the publishers' output, but in 1920 the number of titles, 11,004, was about equal to the pre-war total, a notable increase over the figures for 1919, which showed a total of 8602. There was an increase in the classifications science, travel and biography and a decrease in books on religion. As in America, the greatest increase was in fiction, 887 more books than were published in 1919,— this despite the fact that the initial cost of publishing an ordinary novel is about twice that of pre-war cost.

Meanwhile there is increased demand for books at libraries. The report of the Boston Public Library Trustees shows that in the past five years there has been an increase of one-fifth in the demand for books, which far outsteps the normal increase due to the growth in population. The interest in and demand for books on professional subjects is notable, particularly for books dealing with the understanding and advancement of the profession of teaching. Some of our educators are doing their best work through the books they are putting forth and the works of some of these educational authors sell so well that a large part of their time and effort is now given to producing one or two new books each year. In fact, professional books for teachers, by well known authors, now rank among the "best sellers."

## HISTORY IN THE LARGE

Understanding of other peoples and of the past that has made them as they are, is one of the greatest desiderata that the war has accented. To the school master and the school boy history has, in the interest of thoroughness, been treated fragmentarily. The academic attitude of dividing all knowledge into watertight compartments has too much persisted. History has

heretofore been handed out in neat packets of cut and dried material of little human interest. History has been Greek or English or American. Recent tendency, through the influence of such writers as Breasted and Robinson, has, however, brought broader conceptions of ancient peoples and world history into the school room. War and hero-worship were a large part of school history in the past. The fascination and interest of the story of man and his advance viewed over long periods is yet new in school room history. The reform in the teaching of history, the making it of vital interest and human value, has emanated not from the universities, not from the schools, but from the interest aroused in the subject by writers who are making it a subject of popular appeal.

H. G. Wells' *Outline of History*, Macmillan, 1921, in its new and cheaper one-volume edition, is reaching hundreds of thousands of readers and creating a demand for something different and better in the teaching of history in the schools. In an article in the *Yale Review* on "History for Everybody" Mr. Wells met his critics individually and severally and had a delightful time disposing of them. In *The Salvaging of Civilization: The Probable Future of Mankind*, Macmillan, 1921, he outlines measures of educational reconstruction, tending, in his belief, toward the establishment of a wide thinking, wide ranging education upon which a new world may be based. He also suggests the necessity of a world Bible which shall present the great ideas which are the heritage of the race in form so all may know them.

Robert Briffault's *The Making of Humanity*, Macmillan, 1919, has not received the attention it deserves. It is a brilliant and passionate intellectualist presentation of human progress and the obstacles it must meet. With vivid swiftness, in something less than a quarter the pages Mr. Wells gives to the subject, the author brings before us the whole procession of humanity from earliest times and gives us a sense of motion and progress. He makes us see with clarity that man's progress has been limited by his psychology, and how the non-rational institutions he has set up have hindered his development.

*A Short World History*, Methuen, 1920, Dutton 1921, by Miss E. M. Wilmot-Buxton, within a range of approximately two hundred pages traces simply and successfully world history from the rise of ancient civilizations through the economic and industrial development of modern nations.

*The Story of Mankind*, Boni & Liveright, 1921, by Hendrik Van Loon, is a great book with all the defects of genius and greatness. It has been almost unreservedly hailed by reviewers with acclaim and praise. Sketchy, personal, opinionistic it is. Errors of the most egregious sort appear,—as where the

author, pompously proclaiming his life long interest in music, attributes the Fifth Symphony to Napoleonic inspiration. But any adult criticism of the book is beside the mark. No one over ten years old can fully appreciate it. The only way to test its value, its interest, its greatness, is to put it in the hands of, or read it to, children of ten or under. Then one may in the proper humility appreciate what Van Loon has done. The whole story of mankind is fascinatingly, vividly, triumphantly told, with illustrations by the author that particularly appeal to child psychology. This is perhaps a greater accomplishment than all the history departments of all the universities of the world have yet achieved.

### PREHISTORY

Enormous range has been added to historic vision by archeological research of recent decades, and this has added interest to history as atmospheric depth adds interest to a landscape. Even little children have no difficulty in ranging their imaginations over hundreds of thousands of years and today we have in the elementary schools such primers and first readers as "The Early Cave Man," "The Later Cave Man," and "The First Tree Dwellers." Parents now give their eight year olds, for their own reading, Van Loon's "Ancient Man." For their elders no equivalent equally good books have been written, though many attempts are being made.

**Prehistory:** A Study of Early Cultures in Europe and the Mediterranean Basin, by M. C. Burkitt, Cambridge, University Press, 1921, is a textbook on prehistoric archeology. The author has collected and organized a large amount of material, but there is an obvious attempt to write down to the reader and at the same time to retain a flavor of erudition. Welcome as is this contribution to a fascinating subject, one cannot but sympathize with the feeling of the author that this was too difficult a subject for him.

**Early Civilization: An Introduction to Anthropology,** Knopf, 1921, by Dr A. A. Goldenweiser, popularly treats the development of man in all his cultural aspects,—economic, social, artistic, political and religious. It is a readable book for the general student. **Primitive Society,** Boni & Liveright, 1920, by Robert H. Lowie of the staff of the American Museum of Natural History, naturally draws much of its illustrative material from the American Indians. It is a rather recondite and incomplete treatment of the development of social organization, treating especially such matters as marriage, family, property, justice, and omitting mention of religion, mythology and folk lore. Carveth Read's **The Origin of Man and Of His Superstitions,** Cambridge University Press, 1920, presents with

animation and enthusiasm an interesting and plausible theory of how, as the result of geologic and climatic conditions, arboreal apes were obliged to take to the ground and become man.

**The New Stone Age in Northern Europe**, Scribner, by John M. Tyler, Professor Emeritus of Biology at Amherst, is an enjoyable book to read because evidently compiled by Professor Tyler as a labor of love. It is a discreet and unpretentious popular presentation of knowledge not generally accessible. But at the same time it presents a great thesis. The author makes it clear that the great advance in human development occurred in the Neolithic Period, and that most of the germs and many of the determinants of our modern civilization can be found in the habits, customs and life of the Neolithic Period.

### EUROPEAN AND AMERICAN HISTORY

A number of notable books of interest to teachers have appeared during the year, which are a part of a large project of re-writing history in the light of fresh research, wider understanding and modern psychological insight.

Lytton Strachey's **Queen Victoria**, Harcourt Brace, 1921, is the masterpiece of the year in the historical and biographical field, as was Well's *Outline* the year before. Not only is it a contribution to history but it is an important contribution to education. Strachey has portrayed vividly all the environmental influences that contribute to the shaping of a personality, and as such it should be of interest, especially to boarding school mistresses and masters. Strachey devoted three years to the production of this book but he has produced a pattern book, one that must forever influence the art of biography.

**The Founding of New England**, Atlantic Monthly Press, 1921, by James Truslow Adams, is a restatement of the Pilgrim story, the result of critical examination of the records. The traditional and sentimental attitude toward the Pilgrim fathers, as actuated solely by desire for religious freedom, fades before his keen examination, investigation and understanding of the economics of the situation.

**A Political and Social History of Modern Europe**, Macmillan 1920, by Carlton J. H. Hayes, is an important contribution to the understanding of modern Europe, not only as it was in 1914 but as it is today with its new social, economic and political conditions. A great mass of material has been sifted and put into permanent form with great technique and literary skill.

The indefatigable and indomitable Charles A. Beard has, with the collaboration of his wife, published a **History of the United States** for secondary schools. The presentation conforms with the views of the 'new history' and emphasizes the social and economic aspects. Especially successful is the treat-



ment of the social and economic changes since 1870. With the collaboration of William C. Bagley, the same author has published **A First Book in American History**, Macmillan, 1920. About one third of the book is given to the last half century.

### WORDS

Acquiring an adequate vocabulary is a most important factor in human intercommunication and is a large part of the task of the adolescent from the second year through college. Spelling, not yet wholly relegated to stenographers, though it occupies a large part of the time of school children, continues to offer great difficulties. A vast number of books on spelling, based on modern research in the child's use of words, have appeared in recent years. Though these mark great advance in understanding of child psychology and consequently in method, nearly all have attempted to tell what words the child at a given age should arbitrarily be taught by rote to spell.

Learning to spell has generally been a process of re-education. The child first spells words wrong and then learns to spell them correctly. It needs no expert modern psychologist to denounce this as the worst possible method. The best way to make the child a good speller is to prevent him from ever misspelling. And this is now possible by the use of the simple but really great invention published under the title of **Word Finder**, World Book Company, 1921. Hubert V. Coryell and Henry W. Holmes, the joint authors, have here arranged the 9000 words most used by children in three classifications in three sizes of type and in two parallel columns. With this device at hand any child of five or over may readily and easily find almost any word he wishes to use and, by using it correctly, avoid the necessary re-education which the teaching of spelling has always involved. It's a revolutionary book of which no teacher of English or of elementary classes can afford to remain ignorant.

More scientific but less usable, though valuable for reference, is Edward L. Thorndike's **The Teacher's Word Book**, Columbia University, 1921. From exhaustive research and numerous accurate counts, 10,000 words have been selected, most needed by the elementary and grammar school children. **Synonyms and Antonyms**, Harper, 1921, by F. Sturges Allen, editor of Webster's New International Dictionary, is an original and careful compilation of words especially valuable for its method of cross references, the fullness of references to antonyms, and parenthetical comments. **Etymological Dictionary of Modern English**, Dutton, 1921, by Ernest Weekley, is scholarly, intensely human, with many delightful nuggets of humor. It is almost hilariously up to date, witness, "Prohibition (by abstainers of alcoholic refreshment for others) in U. S. (c. 1850) and triumphant 1919."

## PSYCHOLOGY

Owing to its recent progress and use in war service, psychology is attracting increasingly wide popular attention and is being exploited for all sorts of purposes. The Psychological Corporation, recently formed by the leading psychologists of the country, is the first business corporation of its kind intended to promote research and to render service. During the year an increasing number of books have been published on psychology, pure and applied, which present the tenets of the various schools.

Psychology is now applied to every phase of human activity,—historical, present day and future. The anthropologist as well as the merchant is planning and interpreting from such psychology as is within his grasp. Some idea of its wide application is indicated by the following titles published during the year: *The Psychology of Society*, Methuen, 1921, by Morris Ginsberg, is a summary of views on collective psychology: *Psychology and Folk-Lore*, Macmillan, 1920, by R. R. Marett, comprises a series of addresses, critical and commentary. G. T. W. Patrick's *Psychology of Social Reconstruction*, Houghton Mifflin, 1920, and Harry Dexter Kitson's *The Mind of the Buyer, A Psychology of Selling*, Macmillan, 1921, are but typical of the range of application.

*The Foundations of Psychology*, The Princeton University Press, 1920, by Jared Sparks Moore, attempts to present a complete view of the field and to harmonize the various schools into which psychology has split. In view of the varied superstructures which are being built by the functionalists, structuralists, behaviorists and others, the author deems it desirable to examine the foundations, quoting from the literature of each of the schools, alternating exposition with constructive criticism. The range of discussion is broad, from biology to metaphysics, but he holds that introspection is really scientific and the distinctive method of psychology which, in itself, he claims is entirely independent of biology or metaphysics.

Dr. Robert S. Woodworth, Professor of Psychology in Columbia, has, in *Psychology, A Study of Mental Life*, Holt, 1921, produced a well-balanced, elementary text-book, a safe and sane presentation of the accepted facts of the science. Throughout he has kept to middle ground, between the introspectionists and the behaviorists. He accredits Freud with important contributions, without accepting Freud in full. The book is prepared for classroom use and is provided with diagrams, exercises and book references. There are many pages on anatomy, physiology and psychological experiments. Dr. Woodworth does not hesitate to use old-fashioned terms or on the other hand, piquant and colorful expressions.

**General Psychology in Terms of Behavior**, Appleton, 1921, by Stevenson Smith and Edwin R. Guthrie, is a restatement of the general principals of psychology in terms of behavior, with an attempt to relate them to the facts and experiences of daily life.

**A History of Association Psychology**, Scribner, 1921, by Howard C. Warren, is a scholarly account of the development of the concept of association from the time of Aristotle, concluding with a systematic analysis of the present status of the problem

### THE NEW PSYCHOLOGY

A number of recent books reflect more directly the results of modern research and the contributions of the psychoanalysts, and may be considered expositions of the new psychology. Notable among these **The New Psychology and the Teacher**, Jarrold, 1921, by H. Chrichton Miller, is the result of a series of lectures and an admirable exposition of the best results of psychoanalysis. The book is sane and will help the teacher to gain something of the analytic point of view.

**An Introduction to Psychology**, Methuen, 1921, is a satisfactory exposition of the present day standpoint by Miss S. S. Brierley. One page is given to the will, whereas instinct and intelligence are given three chapters. The unconscious and psychoanalysis are handled deftly and wholesomely.

**The Psychology of Thought and Feeling**, Dodd Mead, 1921, by Charles Platt, quite appropriately carries the subtitle, "A Conservative Interpretation of Results in Modern Psychology." It is an excellent presentation of the present state of psychological investigation. There is remarkable balance in the treatment of the new and Freudian developments, which is both critical and sympathetic.

**The Foundations of Personality**, Little, Brown, 1921, by Abraham Myerson, Assistant Professor of Neurology at Tufts Medical School, is a popular work intended to illuminate the relations between mind and character, and to show how character expresses itself in work, play and humor, in sex and in religion. He finds that what a man is and does, is the result of environment, of forces playing upon a sensitive and intricate organism.

### EDUCATIONAL PSYCHOLOGY

**The Psychology of Learning**, Warwick and York, 1921, by William H. Pyle, of the University of Missouri, presents a summary of all the experimental work on which our knowledge of the process of learning is based and endeavors to arrive at impartial conclusions. Throughout, emphasis is thrown on the value of experimentation and observation. **The Science of Human Nature**, Silver Burdett, 1921, also by Professor Pyle,

is an elementary text presenting fundamental facts in psychology and child life in such a way as to enable teachers to interpret conditions and determine methods. **The Fundamental Principles of Learning and Study**, Warwick and York, 1921, by A. S. Edwards, is written from a very different point of view. It is a discussion of the fundamental principles of learning and study essential to economy in the educational process. Emphasis is put on the importance of establishing intellectual habits.

**Mental Development and Education**, Macmillan, 1921, by Prof. M. V. O'Shea, the prolific and efficient educational psychologist of the University of Wisconsin, is a vigorous, practical presentation, from the standpoint of biological psychology, of the dynamic aspects of mental development and the educational interpretations of adolescence. It is a book suitable for the teacher, the parent or the supervisor. It contains in revised form the best of Prof. O'Shea's two earlier books, "Education as Adjustment" and "Dynamic Factors in Education." The whole teaching is outlined by a thorough understanding and sound interpretation of the results of modern research, the implications of the new psychology and the results of psychoanalysis.

**Psychology for Normal Schools**, Houghton Mifflin, 1921, by Lawrence Augustus Averill, differs radically from general introductory texts in selection and organization of material. It leads as directly as possible to the discussion of the instinctive and emotional behavior of children. The treatment of such topics as habit, sensation, attention, etc., is more in accord with traditional texts. **Psychology and the School**, Century, 1921, by Edward H. Cameron, is especially for those who are preparing to teach, and deals particularly with the processes of learning and the application of psychology to the teaching of school subjects. **The Psychology of Adolescence**, Macmillan, 1920, by Frederick Tracy, is one of the series of ten "Handbooks of Moral and Religious Education," and is especially adapted to the religious worker.

### APPLIED PSYCHOLOGY

**The Psychology of Everyday Life**, Dutton, 1921, by James Drever, is a popular psychology presenting known facts of everyday life in regard to which there might be general curiosity and interest. It is written for, and in language to appeal to, the man in the street. While it is in no sense an exposition of the new psychology, there is recognition of the work of the psychoanalysts. The appendix gives an excellent list of the "hundred best books on psychology for the general reader."

**The Psychology of Industry**, Dutton, 1921, by James Drever, is an excellent review, for the practical man, of what has been accomplished in industrial psychology and of the possibilities

and limitations in this field. The important accomplishments are tersely stated so that students and employers may in a few hours acquaint themselves with what has been accomplished in scientific mental engineering.

**Mind and Work**, Putnam, 1920, by Charles S. Myers, is a little book by an Englishman, which has for subtitle, "Psychological Factors in Industry and Commerce." The book is a little more up to date than Mr. Drever's and contains a valuable bibliography.

### RELIGIOUS PSYCHOLOGY

Religion and religious life have been brought under the scrutiny of psychologists. **Religion and the New Psychology**, Marshall Jones, 1921, by Walter S. Swisher, is an excellent, popular and uncritical examination of the psychology of religion and the religious from the Freudian point of view. **The Psychology of Religion**, University of Chicago Press, 1921, by George Albert Coe, analyzes religious phenomena in individual and social processes by both the structural and functional methods. **Psychology and the Christian Life**, Student Christian Movement, 1921, by T. W. Pym, is a sincere attempt to write helpfully for clergymen and Sunday school teachers.

### PSYCHOANALYSIS

Only a few years ago there was little accessible in English on the theory of psychoanalysis,—much less on its applications and implications. The literature in English is rapidly becoming voluminous. A raft of books have appeared in the past year. Some of them restate the theory, others apply it or explain its *modus operandi*. The educational implications and applications have heretofore been stated very briefly, in closing chapters of such books as have been published. Now we have two books wholly devoted to the subject. **Psychoanalysis in the Classroom**, Putnam's, 1921, by George H. Green, is largely based on the author's own personal experience and observation. **The Bearing of Psychoanalysis upon Education**, Harcourt, Brace, 1921, by Barbara Low, is a lucid and cogent presentation of the subject which frankly recognizes the force and value of our primitive impulses on which we must build or improve to arrive at higher things.

In **A Fundamental Conception of Psychoanalysis**, Harcourt Brace, 1922, A. A. Brill, the foremost Freudian disciple and translator in America, gives an authoritative statement of the Freudian doctrine. **Psychoanalysis**, Dodd Mead, 1921, by R. H. Hingley, is an untechnical exposition with a brief account of the work of Freud, Jung and other chief contributors.

André Tridon continues to lecture and produce popular books.

His latest, *Psychoanalysis, Sleep and Dreams*, Knopf, 1921, is both popular and uncritical, made to meet a demand for a small book on the subject. *Psychology and Behavior*, Knopf, 1920, is a collection of popular essays evidently written for separate publication.

Dr. Isador H. Coriat's *Repressed Emotions*, Brentano, 1920, is a readable but somewhat sketchy series of essays on phases of the Freudian concept. Still more popular are *How to Psycho-analyze Yourself*, published by the author, Joseph Ralph, and *Getting What We Want*, Harper, by David Orr Edson, a book which bears the subtitle, "How to Apply Psychoanalysis to your Own Problems."

*Outwitting Our Nerves*, Century, 1921, by Josephine Jackson and Helen Salisbury, is subtitled, "A Primer of Psychotherapy." It actually is a sparkingly readable course in mental therapy, good for any one of us. The authors know their subject sufficiently well and they know their patients still better. The chapter on "That Tired Feeling" would be worth many times the price of the book to most of us,—even the best of us.

### SEX EDUCATION

*A Textbook of Sex Education*, Small, Maynard, 1921, by Walter M. Gallichan, is a careful, systematic and scientific presentation of the subject, well adapted for didactic purposes in the hands of either parents or teachers. It is the only book of its sort, of which we know, that is written with appreciation of the supreme importance of the subject as revealed by the new psychology. Mr. Gallichan makes it apparent that silence or evasion on the part of the parent is criminal.

*Sex for Parents and Teachers*, Macmillan, 1921, by William Leland Stowell, is readable and comprehensive, presenting the subject with clarity and wisdom. The first part deals with plant and animal reproduction. A simple, scientific account of anatomy, physiology and embryology is followed by chapters on puberty, heredity, eugenics, and marriage.

*The Sex Factor in Human Life: A Study Outline for College Men*, American Social Hygiene Association, 1921, by T. W. Galloway, follows the method of question and answer. It is an expansion of the propaganda pamphlets published during the war and follows the same psychological method, attempting to put over certain ideas and attitudes without complete scientific explanation or entire frankness. The methods perhaps necessary during the war are not likely to prove permanent in periods of greater sanity and reflectiveness. It is a question if this method will not in the end create more suspicion and revolt in the minds of the intelligent and near-intelligent than the more scientifically informative. *The Father and His Boy*, Associa-

tion Press, also by Mr Galloway, is a similar treatment in a more popular style of the same subject. It carries the subtitle, "The Place of Sex in Manhood Making."

Dr. Irving D. Steinhardt has produced two books, the one under the inspiration of the Boy Scouts, the other for the Social Hygiene Committee of the Federation of Women's Clubs: **Ten Sex Talks to Boys: Ten years and Older** and **Ten Sex Talks to Girls: Fourteen Years and Older**, Lippincott, 1921. In spite of the notable auspices under which these books appear they perpetuate the vicious treatment of this subject that occurs in the older books and some of the specters that are presented in quack advertising. In spite of good features, the books are not a credit to the organizations that promoted them.

### EDUCATIONAL SOCIOLOGY

Several important books on the various phases of Sociology have been published during the past year. **Our Social Heritage**, Yale University Press, 1921, by Graham Wallas, is closely bound to his earlier work, *The Great Society*, and is mainly recapitulation, elaboration or controversy with the fundamental principles of that book. The argument assumes that the survival of man is dependent on the survival of his social heritage, which in its devices and stratagems is not in harmony with his original nature. **Sociology, Its Development and Applications**, Appleton, 1920, by James Quayle Dealy, is another publication based on an earlier book, with considerable elaboration and addition. The book has an optimistic and somewhat naive atmosphere and emphasizes the social goals toward which self-conscious and enlightened community life should aim.

**An Introduction to the Principles of Sociology**, Baylor University Press, 1920, by Grove S. Dow, is a general text planned for the use of the college student who takes but one course in Sociology. **An Introduction to the Science of Society**, University of Chicago Press, 1921, compiled by Robert E. Park and Ernest W. Burgess, is a collection of excerpts from the more inaccessible literature of Sociology, which will prove a godsend for supplementary reading in university courses. **Sociological Determination of Objectives in Education**, Lippincott, 1921, by David Snedden, seeks sources of social sciences, derides superstitions and suggests new objectives for examination in the study of sociology.

### GROWTH

That the educational process depends on mental states and mental states on physiological conditions should be self-evident. But the physical condition of an individual is in turn dependent on the stage and rapidity of the processes of growth.

Dr. Paul Godin has for a score of years been carrying on studies in this subject which have been reported in numerous scientific papers. **Growth During School Age: Its Application to Education**, Badger, 1920, first published in 1913, has recently appeared in translation. For decades statistics have been accumulated on the physical growth and development of adolescents, which have, however, been fruitless of large results. Godin maintains that the only physical measurements worth while are those on the same individual at different stages of development, permitting contrast with previous examinations on the same individual. Only in this way can a real comprehension of growth and its bearing on education be revealed. From the study of 300,000 measurements a scientific concept of growth and a knowledge of the proportions of the body at successive stages of development has been deduced. Even more important is the analysis of the changes at puberty, considered both as effect and as cause. Godin makes plausible his thesis that educators should first acquire a knowledge of the manner in which the adolescent grows. Not all parts of the body grow at the same rate, nor do all individuals have a normal method of growth. Almost any portion of the body may have its growth temporarily arrested. But it is possible, by many measurements of the kind cited, to arrive at some general understanding of the laws of growth. Those who have been responsible for controlling and affecting the development of adolescents during active processes of growth have not had the knowledge of the laws of growth or of conditions conducive to growth that the grower of cabbages has considered essential. If they have failed to produce less perfect heads the cause is apparent. The interest of educators has been more in logic than in the biologic.

**The Physical Growth of Children from Birth to Maturity**, University of Iowa, 1921, by Bird T. Baldwin, is based on consecutive tests on the same children. It is a detailed, technical, scientific presentation of a large series of studies. It deals with the instruments and methods used and gives in tabulated form the author's original data, illustrated with numerous curves and profiles. More than 1500 correlations are made between eight physical traits for different ages. The author discusses fully the results of his tabulations and curves. He holds that physiological age is not only correlated with stages of mental maturation and with anatomical age but also directly relates with other phases of development,—social, moral, religious, and pedagogic. This monograph is accompanied by a survey of previous work, a variety of tables and a complete bibliography. **A Preliminary Study of Standards of Growth in Detroit Public Schools**, University of Michigan Press, 1921, by Packer and Moehlman, is an attempt to prescribe a systematic method of procedure in seeking to control the health of children.



## PROJECTS

Skillful teachers have long made use of the basic elements of the project method. Now, in accordance with the general trend of education — making it an exact science — project is losing its vague outlines and reveals a crystallized form. **The Project Method of Teaching**, Macmillan, 1921, by John Alford Stevenson, purports to be a critical examination of the various types of projects. In a careful comparison of twenty different definitions of the project method a surprising likeness is discovered. The value of Mr. Stevenson's book lies in his appreciation of the weaknesses of the project method as well as its undoubted advantages. It must make allowance for the needed growth of skills and habits before it can be widely and successfully used. **A Project Curriculum**, Lippincott, by Margaret E. Wells, develops one interpretation of the project method, laying emphasis on the selection of one major project for each elementary grade large enough to be a basis for most of the year's work.

## MUSIC

The joy of music has always been systematically eliminated from its study by English children. Sir Hugh Allen, valiant searcher for this joy, hails as a "light in the midst of so much darkness" P. A. Scholes' new books, **The Book of Great Musicians** and **Musical Appreciation in School; Why and How?**, Milford, 1921. These are textbooks based on a real understanding of child psychology and stimulate and retain interest.

The dependence of a real understanding and appreciation of music on the muscular activities of the body is illuminatingly treated in Emile Jacques Dalcroze' **Rhythm, Music and Dancing**. Music and dancing instead of being ornaments of our culture must become the basis from which all culture is developed. By dancing M. Dalcroze means not the frivolous pastime of modernity but that expression of feeling through organization of bodily action common to primitive man, used not merely as a basis of expression but of mental training as well, and serving as a vehicle of the most profound sentiment.

With "doing" the keynote of education today, the teachers of the Lincoln School in New York City are developing a real appreciation and knowledge of music by the actual construction of and performance on simple instruments by the children in the grades. From another department of Columbia comes another phase of music teaching, Charles H. Farnsworth's **How to Study Music** Macmillan, 1921. Mr. Farnsworth suggests methods of illustrating at home the theories learned in school and does this in such a readable way as to make the book a lure to the lazy reader as well as a boon to the earnest and unmusical parent.

## RECENT BOOKS OF EDUCATIONAL INTEREST

### Annotated and Classified

#### EDUCATIONAL PRINCIPLES

- COPE, FREDERICK E. *Education for Democracy*. New York, Macmillan, 1920. *Sets forth the necessity of training the youth of the country for social thinking and social training*
- CORSON, OSCAR T. *Our Public Schools*. New York, American Book Co., 1920. *The School is considered as an institution for the establishment of efficient citizenship*
- FOSTER, HERBERT H. *Principles of Teaching in Secondary Education*. New York, Scribner, 1920. *An appreciation of many voluminous books on secondary education published in the last twenty years*
- GARNETT, J. C. MAXWELL. *The Aim and Principles of Education*. Cambridge, University Press, 1920. *An encyclopedic volume covering a history of education, school administration, school problems, child psychology, physiology, metaphysics and general aims and principles*
- GRAFF, ELLIS U. *Essentials in Education*. Indianapolis, Bobbs-Merrill, 1921. *A practical discussion, based on experience, of some fundamental principles and methods in education*
- TURNER, EDWIN ARTHUR. *New York, D. C. Heath, 1920. The Essentials of Good Teaching A guide for teachers needing a solid base of educational principles upon which to build a substantial superstructure of school-room experience*
- WAITS, HARMON E. *Practical Problems of the School*. Chicago, Sanborn, 1921. *A little book for the inexperienced grade teacher, containing specific directions to aid in overcoming problems.*

#### CURRICULUM

- BONSER, FREDERICK G. *The Elementary School Curriculum*. New York, Macmillan, 1920. *Fills the need for a thorough going revision of the elementary school curriculum, with elimination of much old and dead material and introduction of much that is new.*
- BRIGGS, T. H. *The Junior High School*, Boston, Houghton Mifflin, 1921. *A worthy successor of Koos' book of the same title reviewed in 1920-21. It traces the development of the Junior High idea, defends it, shows its special functions, discusses methods and sketches possibilities.*
- FRANCIS W. PARKER SCHOOL. *Curriculum Material*. Chicago, F. W. Parker School, 1920. *A study of a number of interesting experiments on the adaptation of the curriculum to the individual. Three chapters of excellent description followed by an equal number of disassociated material.*
- RICHARDSON, MYRON W. *Making a High School Program*. Yonkers, N. Y., World Book Co., 1921. *Designed to give concrete aid to the principal who is undertaking the task of making a class schedule with economical distribution of the classroom work and employment of teachers, allowing at the same time for individual needs.*
- SLEIGHT, W. G. *The Organization and Curricula of Schools*, New York, Longmans Green, 1920. *An English educator describes the elementary and secondary schools of his country with particular reference to the principles of their organization and curricula.*
- STOUT, JOHN ELBERT. *The Development of High School Curricula in the North Central States from 1860 to 1918*. Chicago, University of Chicago Dept of Education, 1921. *A History of the high school movement in its most representative habitat*

## METHODS

- BAIN, A. WATSON, Editor *The Modern Teacher* With an introduction by Sir W. Henry Hadow. London, Methuen, 1920. *A collection of essays on educational aims and methods in the subjects of the curriculum — English, modern languages, mathematics, science, classics, history, geography, citizenship.*
- COFFMAN, LOTUS D. *Teacher Training Departments in Minnesota High Schools*. New York, General Education Board, 1920. *Deals with the history of these departments, the teachers, students, curricula, instruction, administration and finances, with opinions as to the effectiveness of the plan.*
- LULL, HERBERT G. and WILSON, H. B. *The Redirection of High School Instruction*. Philadelphia, Lippincott, 1921.
- MCGREGOR, LAURA A. *Supervised Study in English for Junior High School Grades*. New York, Macmillan, 1921. *Covers the field of English teaching in all its phases, with a setting forth of principles also applicable to the senior high school. Modern in its views.*
- NUTT, HUBERT W. *The Supervisor of Instruction*. Boston, Houghton, Mifflin, 1920. *An analytical discussion, based on personal experience, of the principles underlying classroom supervision and devices and techniques which should be employed.*
- RICE, O. S. *Lessons on the Use of Books and Libraries*. Chicago, Rand McNally, 1920. *Intended to train high and normal school pupils to find information in books and libraries and as an aid in developing a taste for good general reading.*
- ROBBINS, CHARLES L. *The Socialized Recitation*. New York, Allyn and Bacon, 1920. *Discusses the weakness and strength of the socialized recitation, and something of the technique of its use. Character development and civic training are treated at some length.*
- SAMPSON, GEORGE. *English for the English*. Cambridge, University Press. *Attempts to show the present system of education in England a failure and sketches what the fundamentals of a school course should be. Of interest to the general public as well as to teachers.*
- TOMPKINSON, W. S. *The Teaching of English*. Oxford, University Press, 1921. *A record of an individual approach to the teaching of English. Includes a discussion of the place and importance of oral expression, suggestions for practice in speaking, a discussion of reading, silent and oral.*
- TYRON, ROLLA M. *Teaching of History in Junior and Senior High Schools*. Boston, Ginn, 1921. *"Written in the interests of better history teaching." Takes the stand that a teacher's success depends greatly on the technique of teaching, to which end the author outlines a variety of methods of procedure.*

## ESSAYS

- BOAS, RALPH PHILIP. *Youth and the New World*. Boston, Atlantic Monthly Press, 1921. *Essays first printed in the Atlantic Monthly.*
- CABOT, ELLA LYMAN. *Seven Ages of Childhood*. Boston, Houghton Mifflin, 1921. *A book of reflective essays by a wise and well-read mother who has achieved position both as poet and painter in her own right and now makes an original contribution to the literature of adolescence.*
- CONWAY, R. S. *New Studies of a Great Inheritance*. London, Murray, 1921.
- CROTHERS, SAMUEL. *The Dame School of Experience*. Boston, Houghton Mifflin, 1920. *Contains some incisive and critical reflections on education, cloaked in the author's usual leisurely and persuasive manner.*
- LASELLE, MARY A. *Joy in Work*. New York, Holt, 1920.
- MILNES, NORA. *Child Welfare*. New York, E. P. Dutton, 1921.
- MOORE, ANNIE C. *Roads to Childhood*. New York, Doran, 1920.

MORE, PAUL ELMER. *The New England Group and Others*. Boston, Houghton Mifflin, 1920 *Shelburne Essays XI*.

YEOMANS, EDWARD *Shackled Youth*. Boston, Atlantic Monthly Press, 1921 *Atlantic and other essays commenting on schools and school people*.

### SILENT READING

ANDERSON, C J and MERTON, ELDA. *Remedial Work in Silent Reading*. Elementary School Journal, 1921 *Discusses methods and materials used in individualizing classroom teaching in reading*.

BURGESS, MAY AYRES *The Measurement of Silent Reading*. New York, Russell Sage Foundation, 1921. *Presents a new reading scale and a critical analysis of the problems of measuring silent reading*

O'BRIEN, JOHN ANTHONY *Silent Reading*. New York, Macmillan, 1921. *Includes an extended review and criticism of previous investigations and a report of the methods and results of experimental study. Describes new methods of attack in the problem of measuring the speed of silent reading and makes suggestions for increasing it*.

### ENGLISH

BALL, ALICE E *The Child's Own English Book*. Philadelphia, Lippincott, 1920 *An elementary English grammar*

BARTHOLOMEW, WALLACE EDGAR and HURLBUT, FLOYD. *The Business Man's English: Spoken and Written*. New York, Macmillan, 1921.

COOK, LUELLA B *Project Book in English Composition*. New York, Holt, 1920.

GORTON, A. T. and PITKIN, E. S. *Complete English for the Grades*, Bks. I, III. New York, Hinds, Hayden and Eldredge, 1921.

HANEY, JOHN LOUIS. *English Literature*. New York, Harcourt, 1920.

HART, A. B. *Selected Writings of Abraham Lincoln*. New York, Gregg, 1920. *Includes two little-known autobiographies*

HATFIELD, W. W. *Business English Projects*. N. Y. C., Macmillan, 1921.

JOHANSEN, FANNIE O. *Projects in Action English*. Boston, Badger, 1920.

LEWIS, WM. D and ROWLAND, ALBERT L. *Silent Readers*, V, VI, VII, VIII. Philadelphia, Winston, 1920

MILLER, WM. D and PAUL, HARRY G. *Practical English*, Bk. II. Chicago, Lyons and Carnahan, 1921

PEARSON, HENRY CARR, and KIRCHWEY, MARY F. *Essentials in English: Lower, Middle and Higher Grades*. New York, American Book, 1921.

TUCKER, GILBERT M. *American English*. New York, Knopf, 1921.

### MATHEMATICS

CLARK, MARY L., NEWLIN, WALLACE A., and SMOTHERS, ARTHUR E. *The Adventures of X*. New York, Heath, 1921. *A little three-act play "for the purpose of adding life and interest to the teaching of algebra."*

DRUSHEL, J. A., NOONAN, MARGARET E., and WITHERS, J. N. *Arithmetic Readers*. Chicago, Lyons & Carnahan, 1921.

FARNSWORTH, PAUL V. *Industrial Mathematics Practically Applied*. New York, Van Nostrand, 1920. *Written to meet the demand for the demonstration of immediate efficiency in manual training and industrial arts*.

GIFFORD, JOHN B. *New Mental Arithmetic*. Boston, Little Brown, 1920.

HART, WALTER W. *Junior High School Mathematics*. New York, Heath, 1921. *Makes its appeal by introducing the beginnings of literal arithmetic and inductive geometry*.

HOYT, FRANKLIN S. and PEET, HARRIET E. *Everyday Arithmetic*. Boston, Houghton Mifflin, 1920. *A revision of former texts brought up to date*

by new schedules of prices in problems corresponding to costs of products today. Introduces diagnostic tests at frequent intervals for determining specific individual weaknesses

LENNES, N J and JENKINS, FRANCES. *Applied Arithmetic*. Philadelphia, Lippincott, 1920. *Places particular emphasis on the socialization and application of arithmetic*

OVERMAN, JAMES R. *Principles and Methods of Teaching Arithmetic*. Chicago, Lyons and Carnahan, 1921. *Discusses ultimate aims, course of study, types of teaching, standardized tests, games and methods.*

THORNDIKE, EDWARD L. *The New Methods in Arithmetic*. Chicago, Rand, McNally, 1921. *Written for "the working teacher or student in a normal school seeking direct help in understanding the newer methods and using them under conditions of classroom instruction."*

### GENERAL SCIENCE

HART-SMITH, J and E M. *A First Book of Home Science*. New York, Macmillan, 1920. *Attempts to give "the principles underlying household operations" to children who have no knowledge of physics or chemistry*

HESSER, JOHN C. *Junior Science*. New York, Sanborn, 1921. *Takes advantage of the child's natural curiosity about the phenomena of everyday life, and attempts to lead him to ask, and to teach him to answer, his own questions*

SMITH, WAYNE P and JEWETT, EDMUND G. *An Introduction to the Study of Science*. New York, Macmillan, 1921. *Aims to give a working understanding of things about the student, instead of furnishing him with ready-made information*

SMITHELLS, ARTHUR. *From a Modern University. Some Aims and Aspirations of Science*. Oxford, University Press, 1920. *A series of addresses attempting to bring about understanding between the scientist, the practical man of affairs and the humanist,—all as applied to teaching in an English university*

TRAFTON, GILBERT H. *Science of Home and Community*. New York, Macmillan, 1920. *A text book in general science*

WHYTE, A G. *The Wonder World We Live In*. New York, Knopf, 1921. *The child reader is looked upon by the writer as a companion, absorbed and intelligent, who must be respected and never patronized. The book lays a foundation for scientific facts without the sentimental pseudo-science usually considered necessary*

YERKES, ROBERT. *The New World of Science*. New York, Century, 1920. *Its development during the war.*

### CHEMISTRY

BLACK, N HENRY and CONANT, JAMES B. *Practical Chemistry: Fundamental Facts and Applications to Modern Life*. New York, Macmillan, 1921. *A practical chemistry, appealing to the student's love of the miraculous and to his curiosity about everyday things. Attempts to make evident the economic significance of chemistry and to show that the common chemical materials are the actual bases of modern civilization*

FREUND, IDA. *The Experimental Basis of Chemistry*. Cambridge, University Press, 1920. *Based on a course of practical work with an historical introduction to each subject*

REEVE, FREDERICK C. *Elementary Qualitative Analysis of Metals and Acid Radicals: A Laboratory Manual*. New York, Van Nostrand, 1920. *A simple, concise manual. Magnifying directions rather than descriptions*

TILDEN, SIR WILLIAM A. *Chemical Discovery and Invention in the Twentieth Century*. New York, Dutton, 1921. *A revised edition, valuable as a text and reference book, giving much attention to the use of poisonous gases in modern warfare*

## PHYSICS

- GOOD, FREDERICK F. Laboratory Projects in Physics New York, Macmillan, 1920. *Deals with the multitude of mechanical appliances and phenomena within the practical experience of the ordinary high school boy, who has a normal taste for taking things apart. Interesting and practical.*
- MILLIKAN, ROBERT A., GALE, HENRY G., and PALE, WM R. Practical Physics Boston, Ginn, 1921. *A revised edition of a well-known text, brought up to date and systematized for school room use*

## BIOLOGY

- CLARK, FRANCIS E. The Gospel of Out of Doors New York, Association Press, 1920. *Tells of the joys of the seed catalog and lessons to be learned from growing plants.*
- COOK, MELVILLE T. College Botany, Philadelphia, Lippincott, 1921. *Written to supply the demand for an applied botany and to make possible a combination of the elementary principles of pure and applied science*
- DENSMORE, HIRAM D. General Botany for Universities and Colleges Boston, Ginn, 1921. *A readable and teachable modern biologic treatment of plants, their structure, functions and relation to environment.*
- EIKENBERRY, W L. Problems in Botany Boston, Ginn, 1921. *Problems of botany presented with reference to the life of the plant rather than to its structure*
- FABRE, JEAN-HENRY. Animal Life in Field and Garden, New York, Century Co., 1920. *On insects, birds, reptiles, rodents and other creatures helpful and hurtful to mankind*
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- SMALLWOOD, W M., REVELEY, IDA L., and BAILEY, GUY A. Biology for High Schools Boston, Allyn and Bacon, 1921. *Shows the close relation of the science of biology to human life and includes chapters on the prevention of disease in its epidemic forms*

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- ALLEN, NELLIE B. The New Europe. Boston, Ginn, 1921. *Planned to keep Europe as real a place in the minds of children as during the war*
- ATWOOD, WALLACE W. New Geography, Book II, and Teaching the New Geography. Boston, Ginn, 1921. *A regional geography with special emphasis on cities and city industries, and a manual for teachers which suggests methods of teaching this "new geography"*
- BOWMAN, ISIAH. The New World Yonkers, World Book Co., 1921. *An up to date political geography, containing much information on post-war geography*
- CHAMBERLAIN, JAMES F. Geography, Physical-Economic-Regional Philadelphia, Lippincott, 1921. *An attempt to "humanize" geography according to modern ideals.*
- FORDHAM, SIR HERBERT GEORGE. Maps: Their History, Characteristics and Uses Cambridge, University Press, 1920. *A handbook embodying the entire history of map production and planned to guide the teacher*
- McMURRY, FRANK M. and PARKINS, A. E. Elementary Geography and Advanced Geography New York, Macmillan, 1921. *An elementary geography giving a survey of the geographical field; and an advanced book for a broader view at a later date. "A series of problems with their answers."*
- SMITH, E. EHRlich Teaching Geography by Problems. Garden City, Doubleday, Page, 1920. *Presents modern principles of geography by problems and projects and gives a list of valuable reference books.*

- SMITH, J RUSSELL Human Geography, Peoples and Countries. Philadelphia, Winston, 1921 *Men form the central theme of this book and around them grows the study of geography*
- VINALL, J W T and SNAITH, G L Openair Geography and Topographical Modelling. London, Blackie, 1921 *A useful book for teachers who have time and opportunity for outdoor work in geography classes*
- WITHAM, E C. Standard Geography Tests Cambridge, J. L Hammett Co., 1921 *An unusual series of tests, with scoring cards*

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- ELSON, HENRY W Modern Times and the Living Past New York, American Book Company, 1921.
- HAWORTH, PAUL L. The United States of Our Times N Y C, Scribner, 1920.
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## CIVICS AND GOVERNMENT

- FORMAN, S E. The American Democracy New York, Century, 1921 *A civics textbook for high schools or junior colleges dealing with the modern problems of our government in the accepted textbook manner*
- HALL, ARNOLD BENNETT Dynamic Americanism Chicago, Bobbs-Merrill, 1920 *A fairly exhilarating civics textbook*
- HALL, ARNOLD BENNETT Popular Government New York, Macmillan, 1921. *Discusses various phases of national government — the direct primary, the presidential primary, the recall of public officers, etc., applied particularly to the problems of this country. The questionnaires are provocative of thought*
- MCDUGAL, WILLIAM. Is America Safe for Democracy? New York, Scribner, 1921. *Originally delivered as a series of Lowell Lectures in Boston Views with dismay the rapidly approaching decadence of the American people, due to immigration and other changes in the complex social organization.*
- WADE, MARTIN J and RUSSELL, WILLIAM F The Short Constitution American Publishing Co., 1921 *One of a series of volumes on "Elementary Americanism" for use in home, club and school The constitution simplified and ardent preachments of Americanism make up the text*
- WOOD, JAMES N Democracy and the Will to Power. New York, Knopf, 1921 *Purports to be a simple, dispassionate but keen analysis of the actual operation of democracy.*

## ECONOMICS

- CARVER, THOMAS NIXON Elementary Economics. Boston, Ginn, 1920 *A high school economics text, written with the idea that a knowledge of the principles of economics is necessary to good citizenship The spirit is "liberalistic" as opposed to "socialistic"*
- DOLE, CHARLES F. Economics for Upper Grades. New York, Heath, 1920 *Seeks to enlighten the youth of the country in regard to the fundamental laws of social and economic progress*
- FARADAY, W. BARNARD. Democracy and Capital, London, John Murray, 1921 *A somewhat ill-judged trade against Marxian socialism, expressing valuable suggestions here and there Maintains that the well-being of one class can not be permanent at the expense of the ill-being of another.*
- MARSHALL, L. C. and LEVERETT, S. L. Economic Organization. New York, Macmillan, 1921.

## PHYSICAL EDUCATION

- CHILD HEALTH ORGANIZATION OF AMERICA. Health Training for Teachers. U. S. Bureau of Education, 1921 *Advocates that prospective teachers in*

*training schools be brought to believe in the necessity for health education; that they be given the best modern ideals of healthy living; that they become "outdoor-minded"*

- GULICK, LUTHER HALSEY *A Philosophy of Play* New York, Scribner, 1920 *A posthumously published volume from the pen of the pioneer in the field of recreative education The first really consistent body of principles on the physical and mental processes involved in play*
- HUNT, JOHNSON AND LINCOLN *Health Education and the Nutrition Class.* New York, Dutton, 1921 *Answers questions in regard to the organization of nutrition or outdoor classes, problems of equipment and method of procedure Statistics of physical growth and mental development*
- KNUDSEN, K. A. *A textbook of Gymnastics.* Phila., Lippincott, 1921.

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- FRIEDEL, J. H. *Training for Librarianship* Phila., Lippincott, 1921.
- KEIR, MALCOLM *Manufacturing Industries in America* New York, Ronald Press, 1920.
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- MACBETH, ANN, and SPENCE, MAY. *School and Fireside Craft.* London, Methuen, 1920.

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- ALEXANDER, WM. H. *Colleges and Religion* Boston, Badger, 1920
- HUDSON, JAY WILLIAM. *The College and New America* New York, Appleton, 1920 *Discusses the strength and weakness of the "academic mind" and its social obligations*
- MCCRACKEN, JOHN HENRY *College and Commonwealth and Other Education Papers and Addresses.* New York, Century, 1920.
- MEIKLEJOHN, ALEXANDER. *The Liberal College.* Boston, Marshall Jones, 1920.
- THWING, CHARLES F. *The American Colleges and Universities in the Great War.* New York, Macmillan, 1920 *A resumé of the work of colleges and college men during the war, written in President Thwing's usual inspirational manner. The twenty-fourth book the author has written for college service.*

### RELIGION

- BAKER, EDNA DEAN. *The Beginner's Book in Religion* New York, Abingdon Press, 1921 *Stresses the activities of everyday life as mediums of religious impression and expression for the child of four or five.*
- COLSON, ELIZABETH. *A First Primary Book in Religion.* New York, Abingdon Press, 1920. *A collection of stories from the Bible and on religious subjects, suited to the very young child*
- DOLE, CHARLES F. *A Religion for the New Day* New York, Huebsch, 1920. *An analysis of the religion of today in its aspect of lacking spirituality, and a presentation of a new faith to come.*
- MCCLURE, HAVEN *The Contents of the New Testament.* New York, Macmillan, 1921. *The Bible as material for a course in college English.*
- MUNKRES, ALBERTA *Primary Method in the Church School.* New York, Abingdon Press, 1921. *Intended to open up the field of religious training for children.*
- RICH, FRANK M. *Morning Readings* Boston, The Gorham Press, 1921. *A year's course in Bible readings for public schools or other non-denominational assemblies.*



## SCHOOL SURVEYS

- INGLIS, ALEXANDER, Director. Virginia Public School Survey. Yonkers, World Book Company, 1920 *The first authoritative investigation of educational conditions in the south making extensive use of tests and measurements.*
- SEARS, J B, Director Boise Survey. Yonkers, World Book Company, 1920 *A compact presentation of a small city's educational equipment, administration and efficiency.*

## MISCELLANEOUS

- BAILEY, E H. S. Food Products. Philadelphia, Blakiston, 1921.
- BAKER, GEORGE P The Pilgrim Spirit. Boston, Marshall Jones, 1921 *A pageant in celebration of the Tercentenary of the Landing of the Pilgrims, December 21, 1920.*
- BALDWIN, JAMES AND LIVERGOOD, W. W Sailing the Seas Log of Tom Darke New York, American Book Co., 1920 *Propaganda issued by the U S Shipping Board to stimulate service in the Merchant Marine.*
- BALDT, L. I Clothing for Women Philadelphia, Lippincott, 1921.
- CANNON, WALTER B Bodily Changes in Pain, Hunger, Fear and Rage. New edition. New York, Appleton, 1920 *An account of recent researches into the function of emotional excitement*
- CLARK, THOMAS A. Discipline and the Derelict. N. Y. C, Macmillan, 1921.
- CONKLIN, E J. Direction of Human Evolution. N. Y. C, Scribner, 1921.
- DAY, CLARENCE This Simian World. New York, Knopf, 1920.
- DEHAAS, J A Business Organization and Administration. New York, Gregg, 1920.
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- FENWICK, CHARLES G. Political Systems in Transition New York, Century, 1920.
- HILL, OWEN A. Ethics, General and Special New York, Macmillan, 1920
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- JORDAN, DAVID STARR. Story of Matka Yonkers, World Book, 1921.
- KNICKERBOCKER, E VAN B Plays for Classroom Interpretation. New York, Henry Holt, 1920.
- LAING, Mary E. Hero of the Longhouse. Yonkers, World Book Co., 1920.
- LOCKEY, JOSEPH B Pan-Americanism. Its Beginnings. New York, Macmillan, 1920
- NICHOLS, GEORGE A Salem Shipmaster and Merchant. Boston, Four Seas Co, 1921 *An autobiography of George Nichols edited by Martha Nichols.*
- OWEN, GRACE. Nursery School Education, New York, Dutton.
- PRESCOTT, DELLA R. A Day in a Colonial Home, ed. by John Cotton Dana. Boston, Marshall Jones, 1921.
- SPEAR, MORRIS E AND NORRIS, WALTER B Vital Forces in Current Events. Boston, Ginn, 1920.
- TREVELYAN, JANET PENROSE Evening Play Centers for Children. With a preface by Mrs Humphrey Ward. New York, Dutton, 1921.
- WHITEHEAD, A. N. Concept of Nature. Cambridge University Press, 1920. *Turner Lectures delivered at Trinity College in 1921.*
- WHITEHEAD, HAROLD. Your Job. New York, Biddle, 1920.

CRITICAL DESCRIPTION OF  
SCHOOLS AND SUMMER CAMPS

*The order of arrangement of schools under each classification is by states, geographically, from Maine to California.*

*In each state a geographical order is followed, taking the schools in geographical proximity together.*

*In the Comparative Tables and Supplementary List of Schools, under each state the schools are arranged alphabetically, for convenience of reference.*

*The Table of Contents, the Index of Schools and the Index of Summer Camps, make it easy to find any institution in the Handbook*

For School and Camp Information and Catalogs  
Write Mr. Sargent, 14 Beacon Street, Boston.

Consultations by Appointment.

## BOYS' SCHOOLS NEW ENGLAND

### MAINE

**Wildwood Winter School**, Rockwood, is a small school on a stock farm on Moosehead Lake. It was opened in 1918 by Sumner R. Hooper, A.B., Harvard, '95, of Camp Wildwood, who was formerly a teacher at Hill and Morristown, and for five years a house master at Milton. It is primarily to promote the health of its boys, at the same time giving them individual intensive work under skilled instructors. Edwin K. Parker, B.Sc., M.A.C., University of Illinois, is the head master. See page 653.

**The Abbott School**, Farmington, is a college preparatory school for boys over ten years of age. Since 1920 it has been under the sole direction and ownership of Moses Bradstreet Perkins, A.B., Dartmouth. Mr. Perkins who is interested in and coaches outdoor sports was for ten years on the faculty at Phillips Exeter and for three years head master of the Lawrence School, Long Island. The school originated in 1844 with the father of Lyman Abbott and was formerly known as the Little Blue School. From 1902 it was for sixteen years under the control of George D. Church now registrar of Worcester Academy. The equipment is excellent, and individual attention and thorough work may be expected. See page 652.

**The Portland Day School**, 169 Danforth St., Portland, established in 1915 by Rev. George F. Degen, was taken over in 1917 by the present head master, Harold D. Oliphant, who is eminently successful with boys. Boys are received as young as nine and are prepared for college.

**Hillside Home School**, West Lebanon, is an all year round school for boys under sixteen, conducted by Rev. and Mrs. Clarence E. Tullar. The small number of boys accepted makes it possible to give each boy individual attention and to do thorough and conscientious work. See page 653.

### NEW HAMPSHIRE

**The Phillips Exeter Academy** was founded by John Phillips, who, stirred by the immediate success of Phillips Academy at Andover, founded by his brother and his nephew, established The Phillips Exeter Academy in his home town in New Hampshire. It was incorporated by the legislature in 1781 and was formally opened early in 1783.

Benjamin Abbot, the second principal, ruled over the institution with great power and wisdom for the term of fifty years.

He had been trained at Andover under Principal Pearson, graduated from Harvard in 1788, and came immediately to Phillips Exeter where he became perhaps the most famous of all the early academy teachers. "Little Daniel Webster came to him for schooling in 1796. Edward Everett finished his preparation for college here, at the age of thirteen. Lewis Cass came to the school at the age of ten, a headstrong boy, fond of pranks and of outdoor life; and here he remained for five years and made a very good record." In 1838 Gideon L. Soule, who had already been a teacher in the school for seventeen years, succeeded Dr. Abbot, and in 1872 the fiftieth year of his continuous service in the academy was celebrated.

Exeter's alumni number over eight thousand, representing every state of the Union and many foreign countries. No other school has given so many distinguished men to the nation. Forty years ago, at the close of the first century of her existence, Exeter numbered among her alumni "nine college presidents, including three of Harvard, fifty-two college professors, two hundred and forty-five teachers, thirty-six authors, five ambassadors, seven cabinet ministers, twenty-eight members of Congress, twelve governors of states, a long list of Federal and State judges, Army and Naval officers, and more than a thousand professional men." Such a contribution to the nation's assets must be due to the spirit of Exeter, which has not only attracted pupils of promise, but accounts for their fruitful development.

Exeter has always been characterized by a spirit of earnestness, sincerity and independence—dignity without pose or affectation. There is no veneering process at Exeter—that which is within is brought out. There is little of the paternal attitude. A boy must stand upon his own feet. He is put upon his honor.

The traditional saying that the academy has no rules until they are broken, although a humorous overstatement, still expresses the belief of the school that the boy's own conscience and good sense are in the main sufficient for right conduct. Rules relieve a boy of the responsibility of judging for himself. An alumnus recently asked what he considered the most signal benefit a boy derived from Exeter, replied, "Readiness to take responsibility." Thus the academy is today fulfilling the purpose of its founder "to learn them the GREAT END AND REAL BUSINESS OF LIVING." Education at Exeter, then, is not mere preparation for life. It is life.

Significant of the value of college preparation which Exeter gives is the fact that thirty Exeter men at Harvard in a recent year received fifty-two A's and ninety-six B's, both honor grades, and out of eighteen in the freshman class at Yale in the

same year, eight were on the honor list. In college the Exeter man is found leading in college activities. In the major sports of the freshman class at Harvard, Yale, Dartmouth and Princeton, in two recent years, ten Exeter graduates have held the office of captain.

At Exeter there is a progressive spirit which accepts nothing as necessarily final in educational work. With all its rich traditions Exeter has never become moss grown. There was no Theological Seminary as at Andover to hold it so strictly to orthodoxy, and its students continued to resort to the more liberal Harvard, and today Exeter remains to a marked extent a school preparatory to Harvard. There is more of the university atmosphere, of the freedom and the fostering of the individual at Exeter than at perhaps any other great American school. The atmosphere at Exeter is essentially democratic and thoroughly American. Not only does it attract over six hundred students from all over the country, but admission is in no way dependent upon class, color or wealth, or the lack of any of these. Each boy stands on his merits.

Exeter has a large endowment fund from which it gives annually a larger number of scholarships than any other secondary school. The effect of this has been to increase democracy and to raise the standard of scholarship. As at Andover the dormitory system is a relatively new feature. During its early history students were quartered in the houses of the townspeople, and something of this still survives, though in the last half century more dormitories have been erected, largely through the generosity of alumni, where the boy receives much the same supervision as in smaller schools.

"One of the most precious institutions of the country" was the characterization that former President Eliot of Harvard gave Exeter, and this invaluable position must be attributed to its long line of principals, who have been men of strong personality, above the pettiness which so often stigmatizes other schools. Not the least of these was Harlan P. Amen, who, coming to the principalship after "a period of executive laxness," in his eighteen years of office, by strong and sympathetic leadership, brought Exeter back to her ancient standards. Lewis Perry, A.B., Williams '98, A.M., Princeton, was elected principal in 1914, a post for which his previous experience as a master at the Lawrenceville School and as professor at Williams had prepared him. To meet the new demands on the secondary schools Exeter inaugurated for the first time in 1919 a regular summer session which offers instruction to boys who wish to make more rapid progress, or to make up deficiencies in their school work. The recent drive for endowment resulted in the raising of over a million dollars.

Exeter, like Andover, has recently been receiving each year thirteen to fourteen hundred applications for approximately three hundred fifty vacancies. This imposes an enormous burden on the staff in examining and eliminating misfits and the unfit and results in hundreds of disappointments which might be averted were the requirements for admission more clearly and broadly published.

St. Paul's School, Concord, founded in 1855, marked a new trend in education in America. The economic development of the country and the increase in wealth had created a place for a new type of private school which should meet more nearly the requirements of a growing wealthy class who no longer wished for their sons the old type of democratic schooling. This need was first recognized by Dr. George Cheyne Shattuck, who in 1855 gave his estate near Concord for the purpose, as he expressed it in his deed of gift, "Of endowing a school of the highest class for boys, in which they may obtain an education which shall fit them either for college or business, including thorough intellectual training in the various branches of learning, gymnastics and manly exercises adapted to preserve health and strengthen the physical condition, such æsthetic culture and accomplishments as shall tend to refine the manners and elevate the taste, together with careful moral and religious instruction."

The Rev. Henry Augustus Coit was called in 1856 by the trustees to the position of first rector of the new school. Dr. Coit, whose family name for two generations has been prominent in American education, had received his training under the Rev. William Augustus Muhlenberg, at whose suggestion he was later an instructor in the College of St. James, Hagerstown. Dr. Muhlenberg's school at College Point, L.I., which later became St. Paul's College, in its eighteen years' existence exerted a great influence on the future private schools in America, for among his pupils in addition to Coit were several future bishops who were later influential in organizing the earliest Episcopalian church schools of the parental type. At St. Paul's Dr. Coit entered upon a virgin field and during the formative years of the school he indelibly stamped his personality upon it. As Dr. Coit developed it the school showed the influence of his master, Muhlenberg, in its unreserved adoption of the "in loco parentis" theory. Combined with this was much from the English public schools which he had visited, freely adapted to new conditions, and inspiration was without doubt especially derived from Arnold's methods at Rugby. Dr. Coit was an able administrator and a keen student of boys and men. His career was marked by an unswerving adherence to lofty Christian ideals, and the strength of his success lay in

his remarkable ability to inspire others with them. For nearly forty years, until his death in 1895, Dr. Coit was the head and heart of St Paul's and made it one of the foremost of the American schools. Not without some reason has he been called the greatest of American school masters.

But Dr Shattuck's influence has also been apparent. Established by a physician, St Paul's was perhaps the first school in which the deed of gift accented physical development; and healthy outdoor life has always characterized St. Paul's. But it may be questioned if the founder's coordinate aim of "æsthetic culture" has been equally well carried out. The beautiful situation of St Paul's, two miles from Concord in the valley of the Turkey river with its vast extent of woodland, fields, its rivers and ponds, has offered every facility for outdoor life, for golf, tennis, swimming, canoeing, skating and hockey. But even in outdoor life English influence was at first apparent. Dr. Coit encouraged cricket rather than baseball. The English schoolroom nomenclature, too, was here introduced to the American boy. St. Paul's still has "forms," but the "removes," "evensong" and "matins" and even the cricket of Dr. Coit's time are now forgotten. Most boys of the three upper forms have separate rooms. The younger boys have "alcoves" in the dormitories similar to the "cubicles" of many of the English public schools. This custom here first introduced in the American private schools has been followed by Groton, St Mark's and other schools. Dr. Coit's immediate successors were somewhat overshadowed by his greatness. He was followed by his brother, Joseph Howland Coit, who had been vice rector since 1865. The Rev. Henry Ferguson, Professor of History at Trinity College, who was an "old boy" of St. Paul's, accepted the rectorship for a limited number of years.

Rev. Samuel S. Drury, A.B., Harvard '01, has since 1911 been the rector and in a quiet pervasive way, without inaugurating any revolution, has done much to stimulate new life and to establish new standards of usefulness. Through his reports to the trustees, his bulletins to parents and articles in Alumni publications, he has put across ideas which have enabled him to inaugurate some innovations. Dr. Drury has recently introduced with success a measure of student control and self-help in the dormitory life.

St. Paul's is today the largest of the church schools enrolling nearly four hundred boys who come largely from families of wealth and social prominence throughout the country. Boys are admitted from a waiting list of over one thousand, about one fifth of whom are the sons of alumni, but ten boys not on the list are each year admitted after a competitive examination. About twenty-five boys each year receive scholarships or a



partial remission of the tuition, but to promote a more democratic atmosphere many more should receive aid. Toward this end, in part, the alumni have loyally rallied to the school's needs and created an endowment fund of one and one half millions which will temporarily eliminate the annual deficit.

**The Holderness School**, Plymouth, is the diocesan school of New Hampshire founded by Bishop Niles in 1879. The rector, the Rev. Lorin Webster, A.M., L.H.D., Trinity, his family, and the masters live in the same building with the forty boys. It is a well equipped college preparatory school that for a moderate charge affords many of the advantages of the high priced church schools. The principle of self-help has been introduced and boys are expected to care for their own rooms and corridors.

**The Stearns School**, Mont Vernon, for many years conducted by Arthur F. Stearns, A.B., Amherst, a brother of the principal of Phillips Academy, Andover, is a successful school giving individual attention. The Upper School prepares for college. The Lower School prepares especially for the larger New England academies.

## VERMONT

**St. Michael's College and High School**, Winooski Park, established in 1904, is conducted by the Fathers of St. Edmund of Canterbury. The preparatory course covers a period of four years. A commercial course is provided for those not going to college. Rev. William JeanMarie, S.S.E., is president.

## MASSACHUSETTS

**Phillips Academy**, Andover, was in a way an outgrowth of the older Dummer Academy, for Samuel Phillips, its founder, had been educated at Dummer under Master Moody's care, as had also its first head master, Eliphalet Pearson. They were both at Dummer and classmates at Harvard College, graduating in the class of 1771. In 1778 Samuel Phillips together with his father and his uncle John deeded both land and money for the purpose of founding the school. According to this document, the donors proposed "to lay the foundation of a public free SCHOOL OR ACADEMY for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic and those Sciences wherein they are commonly taught; but more especially to learn them the GREAT END AND REAL BUSINESS OF LIVING." Further on, "it is again declared that the first and principal object of this Institution is the promotion of true PIETY and VIRTUE."

Andover was doubtless chosen as the site because it was the old home of the family, as the father of the two brothers had been a former master of the Grammar School at Andover. The

school opened in the midst of the revolution and in 1780 was incorporated with the title of Phillips Academy, the first chartered academy in New England. Andover has been fortunate from the first in attracting men of the highest ideals to its control. Eliphalet Pearson, the first principal, was a man of great force and versatility and of commanding presence who held his thirteen pupils well in awe and was known to the boys as "Elephant" Pearson:

"... Great Eliphalet (I can see him now),—

Big name, big frame, big voice and beetling brow."

He afterward became professor of Hebrew at Harvard and still later in the Theological Seminary at Andover, which was an outgrowth of the same foundation.

There were twenty-three boys in the academy, when, in 1810, Dr. John Adams came to the master's throne, which he occupied for twenty-three years. By 1817 the number of boys had increased to one hundred, and during his time Dr. Adams admitted 1119 pupils, nearly one fifth of whom became ministers. But it was under Samuel H. Taylor, a man of picturesque and striking personality, head master from 1837 to 1871, that the institution gradually took on its present character.

As is natural Exeter and Andover have had much in common. Both have from the first repudiated the "in loco parentis" theory of school life. They attracted "students with a definite educational purpose" declaring that "the academy is not a suitable place for boys who are idle, insubordinate or lacking in self-control; nor for such as require the constant supervision of a teacher and the routine of the schoolroom in order to enforce industry and fidelity."

Andover perhaps more than Exeter long remained conservative, less influenced by the Unitarian movements which have stirred New England, and perhaps for that reason Andover early became primarily a preparatory school for more conservative Yale rather than Harvard, which soon came under more liberal influences. Andover has in its long career prepared more boys for Yale than any other school in the country. As at Exeter democracy and simplicity have been its tone. Andover has many scholarships for boys needing financial aid. About one hundred boys each year receive some assistance in paying their expenses.

Phillips Andover today attracts nearly six hundred boys, more than half of whom come from outside of New England, and it is truly "national in its representation and democratic in its life and spirit, and is 'equally open to youth of requisite qualifications from every quarter.'" It endeavors to enable its students, as the catalog further states, "to pass by gradual and natural stages from the paternalism of home life to the freedom

that awaits them in College. A natural and progressive development is provided for subsequent years in the houses and halls which are in charge of married instructors. The regulations which obtain in all dormitories are here in force, but there is in them the atmosphere of home. The later life of the dormitories is designed to develop a larger sense of responsibility and to prepare for the community life of college." In the early days no housing provision was made for the boys, but they were left to the mercies of the townspeople. It has been found advisable to gather them in dormitories under the control of the school.

The loyalty of Andover men through the years has brought increasing endowment and gifts, many of which commemorate prominent alumni. A recent generous alumnus has aided in providing a new dormitory especially for young boys which further supplies "a stepping stone between the natural restrictions of the home and the somewhat freer life of a large school." The Archæological Museum and department, endowed in 1901, is unique among secondary schools.

Andover has at the present time over eight thousand living alumni, and something like twenty thousand have graduated from the school during its history. About sixty per cent of these have gone to Yale and perhaps fifteen per cent to Harvard. Its alumni are loyal and are organized in numerous associations throughout the country. The present head master, Alfred E. Stearns, is a graduate of Andover, Amherst, Yale and Andover Theological Seminary. He has been an instructor at Andover since 1897 and head master since 1903. Dr. Stearns is the first principal who has given his whole time to administration, doing no teaching while in office. He has upheld the cultural ideals of the past, vigorously resisting the encroachment of vocational education. The period of his incumbency has witnessed unparalleled progress; the growth in physical resources alone in the last decade has exceeded that of the whole previous period. A million and a half endowment fund has recently been raised to which three thousand alumni contributed. It is to be used to increase salaries and for a new main building and memorial bell tower. Andover, like Exeter, is each year flooded with applicants whom it cannot accept and annually turns away at the last moment hundreds of disappointed candidates.

**Dummer Academy** was endowed by William Dummer, Lieutenant Governor of Massachusetts, who in 1761 bequeathed his house and farm at Byfield for the establishment of a grammar school. This was a notable innovation, breaking away from the tradition of local and public provision for education. The school was first opened in 1763 under the charge of the celebrated Samuel Moody, who had graduated from Har-

vard College in 1746. Master Moody made it a grammar school of the older type, and prepared many boys for Harvard who became prominent in the life of the nation, including the founder and first master of Andover Academy. It is a democratic school accepting boys from all classes. The Lower School provides instruction in the last three grammar grades for boys over ten years of age. Scholarship funds enable an industrious poor boy to work his way. Many of the old time customs are retained. The alumni have organized to secure an increased endowment and building fund.

**St. John's Preparatory School**, Danvers, is a large Catholic college preparatory school. Established in 1907, it is the outgrowth of a normal training school, maintained by the Xaverian Brothers for members of their own congregation. It provides a high school and college preparatory course of four years with training in the Catholic religion. The school is conducted and the teaching is wholly by members of the congregation of Saint Francis Xavier. Every facility for athletics is offered.

#### BOSTON

**Noble and Greenough School**, 100 Beacon St., was founded in 1866 by George W. C. Noble, A.M., Harvard '58, principal until his death in 1919. For many years it was very successfully managed, until his death in 1913, by James J. Greenough, son of Professor Greenough of Harvard. The association of these two able, enthusiastic scholars resulted in the most stable and influential day school in New England. Most of the eight hundred alumni are graduates of Harvard. In 1917 the Volkmann School was merged with this school. George F. Fiske, A.B., Amherst '94, for many years connected with the Noble and Greenough School as teacher, was in charge as principal from 1917 to 1920. In 1920 the trustees appointed Mr. Charles Wiggins 2d, A.B., Harvard '08, as head master, Mr. Wiggins was the senior master at Pomfret School for six years. In 1921 the Nickerson estate of one hundred acres in Dedham was purchased with the aid of subscriptions from the Alumni. In the fall of 1922 the Upper School will be established at Dedham as a country day and boarding school and the Primary Department will be maintained at the school grounds in Brookline, under the supervision of Mr. Wiggin.

**The Stone School**, 488 Beacon St., is a college preparatory day school which has been conducted since 1879 by Charles Wellington Stone, who has a well deserved reputation for unusual success in preparing boys for the Harvard entrance examinations. The teaching staff is headed by S. R. Dunham. The Stone crews have been unusually successful. See page 654.

**The Berkeley Preparatory School**, 314 Marlborough St., has

since 1907 been conducted by Henry Hopkinson, LL.B. It is a small college preparatory day school which students may enter at any time, receive individual attention and may pay by the month. Special instruction in Spanish and business courses is given. Evening and summer sessions are held.

**Chauncy Hall School**, 553 Boylston St., is a school preparing exclusively for Technology. Established in 1828 by Gideon F. Thayer, it was for thirty years a pioneer in many educational innovations. Military training, coeducation and kindergarten work were introduced before other schools had generally adopted them. Though always continuing in the neighborhood of Copley Square the school has undergone many changes. Franklin T. Kurt, Ph B., Wesleyan '95, has been connected with the school since 1896 and sole owner since 1910. Under his rigorous and efficient management the school has been highly successful in its chosen field. Mr. Kurt has worked out a system of accurate records and close supervision efficient in holding each boy to his best work. See page 654.

**Back Bay Fitting School**, 815 Boylston St., established in 1900 by Edwin DeMeritte, A B, Dartmouth, is a day school preparing for colleges and technical schools, especially for M.I.T. The school has for the last few years been under the management of Augustus D. Small and A. W. Bacheler, A.B., joint principals.

**The University School**, 899 Boylston St., established in 1905, is a day school preparatory to college or business. Individual instruction makes possible rapid progress. Some grammar school grade work is also given. Rev. Eugene C. Webster, A.B., Harvard, B.D., Yale, is now sole owner.

**The DeWitt Clinton School**, 210 Newbury St., is a day school, preparatory to college, primarily for Harvard. It was opened in 1921 by John B. Hebbard, A B, A M., a graduate of Bridge-water Normal School, who, in graduate courses at Harvard, has made a special study of educational problems, and has been master in a number of New England preparatory schools. Mr. Hebbard also conducts the successful Hatherly Summer School at North Scituate. See page 658.

**Huntington School**, Huntington Avenue, established in 1909, has proved most successful in utilizing the unequaled plant and equipment of the new Y.M.C.A. building. Its program has been developed along modern lines and includes in addition to preparation for colleges and technical schools, special courses in business and technical work for those who will not enter college. The school reached the maximum enrollment of three hundred in 1914, and since then has maintained its full numbers. Emphasis is placed upon giving each student an all round development. The extensive equipment

for all kinds of physical training and student activities makes this possible. The head master, Ira A. Flinner, A.M., Harvard, has instituted an interesting system of supervised study which has been used as a model by many schools, public and private. The success of the school has been due to its filling a real need and to the modern and progressive ideals of its head master and others responsible. See page 655.

**Northeastern Preparatory School**, Boston, conducted since 1907 as the Evening Preparatory School of the Y.M.C.A., prepares men for colleges and technical schools, and business and government positions. The large faculty and unusual facilities make possible a broad curriculum which results in a large enrollment. Thomas W. Watkins, A.B., is the principal.

**Roxbury Latin School**, founded in 1645, is the oldest endowed secondary school in the United States. Nine years after the establishment of Harvard College, and only fifteen years after the founding of Boston, it began to prepare boys for Harvard, and has continued its work without interruption. It resulted largely from the influential efforts of John Eliot, the "Apostle to the Indians," who when minister of the First Church of Roxbury, together with other inhabitants of the town, signed a statement that they "in consideration of their religious care of posterity, have taken into consideration how necessary the education of their children in literature will be, to fit them for public service, both in Church and Commonwealth, in succeeding ages. They, therefore, unanimously have consented and agreed to erect a free school in the said Town of Roxbury."

"The Free Schoole in Roxburie," as it was called, was not then free in the sense of being supported by uniform taxation or free from all tuition fees. But today the school is free to all boys living within the limits of the original town of Roxbury. In 1671 Thomas Bell, formerly a freeman of Roxbury, died in London, willing two hundred acres of Roxbury lands to the school and naming the Rev. John Eliot and two other officers of the First Church as trustees of the endowment. This and a few other smaller gifts constitute the present foundation.

Cotton Mather, half a century later, wrote of the school, "Roxbury could not live quietly without a free school in the Town: and the Issue has been one thing which has almost made me put the Title of Schola Illustris upon that little Nursery; that is, that Roxbury has afforded more Scholars, first for the College, and then for the Publick, than any Town of its Bigness, or if I mistake not, of twice its Bigness, in all New England."

The school has always been intimately associated with Harvard, fitting its pupils for the higher work there. College preparation in Colonial days was a matter of intensive education.

The regulations for admission were thus stated "When any Scholar is able to understand Tully, or such like classical, Latine Author *ex tempore*, and make and speake true Latine in Verse and Prose, *suo ut aiunt Marte*; and decline perfectly the Paradigm's of Nounes, and Verbes in the Greeke tongue Let him then and not before be capable of admission into the Colledge "

Though controlled by a self-perpetuating board of trustees who are bound by its ancient charter, the school has kept abreast of the educational changes of the years. Inherent worth has given it vitality and importance. Library and laboratory facilities are excellent. An additional playing-field of three acres has been secured facing Franklin Park.

William C. Collar, for more than half a century connected with the school, in his long career attained a national position in the educational world. Appointed a master in 1857 and head master in 1867, he resigned in 1907 and died in 1916. D O S. Lowell, a graduate of Bowdoin, became a master in the school in 1884 and was head master from 1909 to his retirement in June, 1921. He was succeeded by D V. Thompson, A M, a graduate of Amherst and former head of the English department at Lawrenceville.

**The Farm and Trades School**, Thompson's Island, Boston, is a private school for boys, incorporated in 1814, supported by endowments, tuition fees and subscriptions. Since 1832 it has owned and has been located on Thompson's Island, which is used exclusively for the work of the school. Boys from ten to fourteen, not lower than the sixth grade, are accepted from families of limited means. Agriculture forms the basis of the course of study which covers four years. Industrial training is given in blacksmithing, printing and various lines. Instrumental and vocal music is also taught. Charles H. Bradley has long been the superintendent.

**The Longwood Day School**, 36 Browne St, near Coolidge Corner, is a modern and progressive school for young boys from six to fourteen. A nine year course of study through the grammar grades, equips boys for the best preparatory schools. Since 1914, Robert L. Cummings, B S, A.M., Harvard, has been the head master. Under his direction the school has developed modern methods, a system of cooperative-government, and a well supervised plan of outdoor play. The project method is being successfully carried out and a department of measurement and research has recently been organized.

**Mr. Rivers' Open Air School for Boys**, Dean Road, Brookline, was established in 1915 and has recently moved to a larger site and new equipment. In method and administration it is modern and progressive. The class rooms are open air bungalows arranged in the grounds about the principal's residence.

The pupil's whole day is provided for, both the study and afternoon playground work being supervised by the masters. Mr. Rivers, who was formerly a master at Noble and Greenough's, has won deserved success, and the patronage of the school has steadily grown. The school work is aimed at eventual college preparation See page 657.

The Fessenden School, West Newton, is for young boys exclusively, fitting them for the leading secondary schools. It was established in 1903 by Frederick J. Fessenden, A.M., Williams, and has had a consistent growth as appreciation for all that it offers has become more widespread. Without the support of any special clique or denominational influence the school has won a national patronage. Mr. Fessenden is an efficient organizer and a man of modest and somewhat retiring temperament but winning personality. Both he and Mrs. Fessenden are unusually successful in creating a genuine and sincere home atmosphere, the latter giving the boys many little attentions unusual in a school. The masters are young men of fineness and sympathy who have caught the prevailing spirit and communicated it to the boys. The school plant has been repeatedly added to and is unusually complete. A new school building was completed in 1920. See page 660.

The Country Day School for Boys of Boston is on Nonantum Hill, Newton. Established in 1907 by Shirley K. Kerns, owner and head master, it was directly inspired by the ten years' success of the Gilman Country School and may be regarded as the first on the Baltimore plan. Mr. Kerns, Harvard '98, was one time master of English in the Gilman School and its acting head master in 1900-01 and later a master in Middlesex. Inaugurated under the best of social auspices the school was a success from the start, but credit must be ascribed to the kindly, pervasive personality of Mr. Kerns, whose tact and ability inspired confidence. The course of study is as broad as its college preparatory functions permit, including science, nature study and choral music. Mr. Kerns has not hesitated to exert pressure on the colleges for further relaxation of their narrow requirements. The college preparatory work is maintained at a high standard so that the school has made a good record on Harvard College entrance examinations.

The Browne & Nichols School, 20 Garden St., Cambridge, was founded in 1883 by George H. Browne, A.M., and Edgar H. Nichols, A.M., Harvard classmates, soon after their graduation. They were pioneers in enriching the rather meager curriculum of the day. Mr. Browne's personality and intense enthusiasm incite in his boys a genuine devotion to the sound scholarship which has always distinguished the school. Since the death of Mr. Nichols, the Rev. Willard Reed, A.M., has with Mr.



Browne been joint principal. The appreciation by Mr. Nichols' pupils of his nobility and devotion is memorialized in Nichols Field, a playground, providing the usual features of a country day school. The school prepares chiefly for Harvard and the Institute of Technology. Of late years its enrollment has grown to the capacity of its building. Less than half the boys are from Cambridge, but the large majority are from Greater Boston. It is a day school with a seven year college preparatory course. See page 656.

**Little Hall**, Harvard Square, Cambridge, established in 1886 by William Whiting Nolen, A.B., Harvard '84, A.M. '86, familiarly known as "The Widow," has for many generations been a source of aid and comfort to the spoiled and indolent sons of wealth. It employs as many as sixty teachers and has set a standard of efficiency that might well be followed by the nearby University. See page 659.

**Cambridge Tutoring School**, 29 Sparks Street, Cambridge, is a boarding school for twenty-five boys without forms or grades thus enabling students to make rapid progress under expert tutors. The school prepares for all colleges. Instruction is practically individual, classes being limited to three. The summer session prepares for September school and college entrance examinations. A New York department for day pupils is conducted at 256 W. 78th Street. W. Garrett Conant, Ph.B., is the director. See page 658.

**The McAllister School**, on Punkatusset Hill, Concord, was opened in 1920 by David Cowan McAllister, A.B., Amherst '98. Mr. McAllister was for two years a master in the Fessenden School and has had fourteen years' successful teaching experience in other private schools. It is both a boarding and day school and accepts boys from eight to fourteen, training them for the work of the larger preparatory schools. The classes are small and the boys are given much personal attention both during and after school hours. See page 656.

**Middlesex School**, Concord, is a school especially preparing for Harvard. It was established in 1901 by Frederick Winsor, A.B., Harvard '93, a brother of Mary P. Winsor of the Winsor School, and Robert Winsor of Kidder, Peabody Company. Mr. Winsor taught two years at Phillips Exeter and was for four years head master of the Gilman Country School, Baltimore. In 1901 with the interest and assistance of a group of Boston Harvard men he organized the Middlesex School, and funds were immediately available for building the splendid plant. The house system has been adopted and the best features of the Episcopal church schools adapted to a non-sectarian environment. One hundred fifty boys are accommodated, about half of whom come from Massachusetts. The

spirit of the school is honest and virile with a simple, wholesome life characterized by intimacy between the boys and masters.

Milton Academy was established by an act of the legislature in 1798, opened in 1807, and continued with short periods of suspension until 1866 when, on the establishment of a town high school, it was closed. The board of trustees, made up of men and women prominent in Milton and Boston, however, secured additional funds and reopened the academy in 1885 on a new site. Until 1901 the academy was coeducational, but in that year boys and girls, except those in the primary department, were given separate buildings and instruction. The girls' school is for day pupils only, but Hathaway House, not a part of, but under the supervision of the academy, provides for eighteen girls. The boys' school and the academy dormitories are exclusively for boys in the last six years of college preparation. The school achieved great success during the long administration of Harrison Otis Apthorp. With W. L. W. Field as head master and Frank E. Lane as principal, the school has maintained a high scholastic standing and gained in social prestige. Science is prominent in the school course. Some attention is given to music and there is a student council. Though the students are largely from Milton and the neighborhood a minority represent nineteen states. Friends of the school are undertaking to raise an endowment to increase salaries and provide scholarships, lest the school become known as exclusively for rich boys.

The Powder Point School for Boys, Duxbury, is a college preparatory school which dates from 1886 and is the property of the Moulton family, of whom John R. Moulton is the active representative. Ralph K. Bearce, formerly of the Suffield School, has been head master since 1913. He has built up the school, doubled its enrollment and improved its standards and the class of boys in attendance, who come from widely distributed regions throughout the country. Especially notable, is its location on the seashore in a region of great historic interest. There is a Lower School for younger boys and Camp Katahdin is under the control of the school. Boys here receive individual attention and are taught how to study. See p. 662.

Tabor Academy, Marion, on Buzzards Bay, was founded and endowed by Elizabeth Tabor in 1876 and was formerly coeducational. In 1916 W. Huston Lillard, previously of the Andover Academy faculty, became principal. The school has been reorganized and is now a preparatory boarding school for boys, novel in many features. Advantage is taken of the ideal location to make nautical training an essential part of the program. Camping and hiking into the surrounding country is another feature of the life. Shop work, boat building and

required participation in field sports are other characteristic features. A summer cruise to France and an Easter cruise to the West Indies are arranged for boys who make good. Camp Tabor, a Junior Naval Training Course, is conducted at the school during the summer. See page 660.

**Treat's School**, during the summer months is located at Oak Bluffs, Martha's Vineyard, and during the six winter months at Helenwood, Tenn., in the midst of an eight thousand acre hunting preserve, high up in the Cumberland Mountains Edwin Bryant Treat, Yale '98, was for eight years a master at Lawrenceville, and since then has given his whole time to this school. The work is all individual tutoring and from twenty to thirty tutors are on the staff. See page 663.

**St. Mark's School** was founded in 1865, by Joseph Burnett, a Boston merchant and manufacturer, who is said to have been inspired by the success of St. Paul's, and by the desire to have a similar school in his own native town of Southborough. Members of the Burnett family have continued on its administrative board watchful of the interests of the school. Beginning with twelve boys the school has at intervals increased its dormitory accommodation and in recent years has enrolled over a hundred and fifty. Assured of prestige from the first, it developed steadily in strength and efficiency under the capable management of William E. Peck, head master from 1882 until 1893.

St. Mark's is a church school of the parental type. A notable feature is that all the school activities are confined to one large building. "That the entire life of the school should be under one roof," one of its masters wrote a few years ago, "its chapel services, study, recitations, eating and sleeping, means much not only for convenience, but also for community of interest among the boys and between masters and pupils." The boys of the three lower forms do not have separate rooms but occupy dormitories with windowed alcoves.

Though the general policy of St. Mark's was modeled after that of St. Paul's one notable innovation in American school boy life was introduced which has proved a valuable contribution and has been extensively adopted by private schools since established. A modification of the English "Lancastrian Monitorial System" which had its origin in England early in the nineteenth century was adapted to American conditions. From its opening St. Mark's has had its present system of monitors, six or seven boys chosen from the sixth form who "are the representatives of the school, have certain duties and a general oversight of the life of the boys. They are supposed to stand for the school ideals and to exert their influence and leadership in all school matters."

St. Mark's offers an intimate, proscribed, community life,

admission to which is eagerly sought and rigidly restricted. The Rev. William Greenough Thayer, A.B., Amherst '85, A.M., '88, D.D., '07, formerly a master at Groton, has been head master since 1894. An accomplished churchman and a successful and tactful manager, he has zealously maintained the tone and social prestige of the school.

The Fay School, Southborough, was founded in 1886 by Eliza Burnett Fay and Harriet Burnett to prepare young boys for St. Mark's which had opened the previous year. It is an Episcopal church school of the parental type preparatory for the larger church schools. From 1891 up to the time of Mrs. Fay's death in 1896, her son Waldo Burnett Fay, one of the first pupils of the school, was associated with his mother as principal. From then until 1918 he was head master. Since 1918 his son, Edward Winchester Fay has had charge of the school. About eighty-five boys are received, many of whom come from New York and Massachusetts.

Groton School, Groton, has long been generally regarded as socially perhaps the most desirable of the church preparatory schools. It was the result of economic causes and a personality. The further accumulation of wealth and the development of social planes which had led to the founding of St. Paul's and St. Mark's, resulted in the establishment of Groton in 1884 by the Rev. Dr. Endicott Peabody. Dr. Peabody who is still head master is a member of the Peabody family of Salem, long prominent in the mercantile and philanthropic life of the country. He was educated in England, graduating from Cheltenham College, took his master's degree at Trinity, Cambridge, in 1880, and after a brief interval of business in Boston, graduated from the Theological Seminary, Cambridge, Mass., in 1884. Dr. Peabody has been described by Arthur Ruhl as "an American with an English school and university training. . . . He is an all round athlete, and yet a churchman; a scholar and yet a very graceful and sophisticated man of the world. Altogether his is a personality peculiarly fitted to win the confidence and lead the type of boy for whom Groton was started."

Groton began with a small number of pupils secured through advertising in the papers, but through a natural inheritance, from friend to friend, rather than from conscious effort on Dr. Peabody's part, it has attained the highest social prestige. So long is the waiting list that as an old graduate expressed it, "A Groton man wires to Dr. Peabody as soon as his son is born. Others generally think a letter is quick enough."

Although originally English in its inspiration and atmosphere, Groton is one of the most remarkable and successful institutions in American education today. It was established with the same earnestness and sincerity of purpose as was any founda-

tion of Puritan times. From every American point of view it is exotic, but it is sincere and its sincerity commands not only the devotion of its masters and the loyalty of its alumni, but the respect of those least in sympathy with its ideals. Groton from the first attempted to steer a course between the "in loco parentis" plan of St. Paul's and the larger freedom of Andover and Exeter. A modification of the monitorial system which for twenty years had been in successful use at St. Mark's was adopted at Groton and has from the first proved successful, but at Groton the boys are called prefects. A head prefect and six prefects are appointed annually from the upper form. They exercise a considerable measure of influence in the student body, which develops responsibility in the holders of those offices and lessens the load of the masters. The boys at Groton do not have separate rooms, all except the prefects live in cubicles. The system that is followed at St. Paul's and St. Mark's for the younger boys is here continued through all forms, and Groton's system in this respect has been copied in some other church schools. Two upper forms are provided with studies and the lower forms study at desks in large school-rooms. The relations between master and pupil at Groton are particularly intimate in all branches of school activity. Boys on admission must be twelve or thirteen and are selected in order from the lists on which they are registered at birth, without discrimination as to their individuality or development. Of recent years an effort has been made to introduce a democratic leaven by admitting each year eight boys, not so registered, who show high scholarship on competitive examinations. The previous environment of these boys, however, must meet such a standard as would be approved by those patrons whose sons enter through the waiting list. The course, too, has been broadened to include science in all forms, music, drawing and some manual training including woodworking and printing.

Scholastic seclusion has been sedulously sought. The buildings, well known for their architectural excellence, stand some two miles from the village on a ridge overlooking the Nashua valley. The most prominent feature is the chapel tower, which dominates the countryside. The chapel, a gift of W. Amory Gardner, who has long been a master in the school, is a notable example of late decorated Gothic.

**Red House**, Groton, is a small home school limited to ten boys from ten to fourteen years old, who are prepared for secondary schools, especially Groton. It has been maintained by Mr. and Mrs. Carleton A. Shaw since 1913.

**Lawrence Academy**, Groton, was incorporated in 1793, as The Groton Academy. In 1846 it received its present name in honor of the liberal gifts of Amos and William Lawrence. Co-

educational until 1898, it has since been exclusively for boys. For a period of three years from 1918 the school remained closed. The Trustees, having received additional endowment, in 1921 elected Dr. Howard A. Bridgman head master. Dr. Bridgman, for thirty-four years connected with the Congregationalist, brings to his new work a rich experience, a vivid personality and a keen desire to serve the youth of the nation. The academy will reopen in 1922. See page 661.

**Worcester Academy**, Worcester, is today a well equipped school, offering complete preparation for college, or technical and engineering schools. It occupies a middle ground between the large academies and the smaller preparatory schools and offers many of the advantages of both. Founded in 1834 as a coeducational academy for students with limited means, it early received endowments from its Baptist sponsors though it is now unsectarian. Under the able administration of Dr. D. W. Abercrombie, a graduate of Harvard, who became principal in 1882 and principal emeritus in 1918, the academy grew in numbers and equipment. Samuel Foss Holmes, A.M., Wesleyan, long connected with the faculty, became principal in 1918. Mr. Holmes, a man of force and winning personality, has successfully inaugurated a new policy and changed the whole atmosphere of the school. Without sacrificing the rugged democracy which has long been characteristic of the place, he has brought the scholarship and personnel to a higher standard. There is careful supervision of the boys' health, physical development, spending money and surplus time, and numerous extra curriculum activities enrich the life of the school. A Lower School for thirty boys from twelve to fourteen has recently been organized. See page 664.

**Monson Academy**, Monson, founded in 1804, in its long career as a coeducational institution has enrolled over eight thousand students. Today it is a well equipped school offering a four year high school course with dormitory life at a moderate price. There are several scholarships and the school funds permit the trustees to remit fees in the case of worthy boys. Joseph Monteith Sanderson, A.B., Harvard '11, has been head master since 1919.

**Wilbraham Academy**, ten miles east of Springfield, chartered by the Massachusetts Legislature in 1824, is a continuation of Wesleyan Academy chartered at Newmarket, N. H., in 1817. Coeducational through its long history it has been attended by over twenty-five thousand students. The trustees, appreciating the changes in the educational field, closed the academy in 1911 and, the alumni having given over \$80,000 for the remodeling and thorough equipment of the dormitory and recitation halls, the school was reorganized and the new Wilbraham

formally opened in 1912 under Gaylord W. Douglass, A.M., head master. The school affords boarding accommodations for sixty boys who come from all sections of the United States and from foreign lands. School work is limited to careful and complete preparation for college and scientific schools. The 100th anniversary was celebrated in 1917. See page 665.

**Williston Seminary**, Easthampton, was established and endowed in 1841 by Samuel Williston, a wealthy manufacturer of the town. The purpose of the founder in placing English and scientific courses on the same plane as the classical courses was at that time a radical departure. Mr. Williston gave freely of his money to equip lecture rooms and laboratories. Under Josiah Clark, principal from 1849 to 1863, the standards of the school instruction in ancient classics were established. Under Marshall Henshaw (1863-76) Mr. Williston's ideal of a school in which science, mathematics and English should be held in equal honor and pursued with equal thoroughness with the ancient classics was realized. Of the ten thousand who have attended the school during its long existence, more than one third have entered thirty and more colleges and universities, two thousand the learned professions. Seven of its teachers have become college presidents, seventeen college professors, nine principals of other schools. In the last few years Williston has received new endowments and new buildings. The separately housed Junior School is presided over by Robert B. Cunningham. Dr. Joseph Sawyer, after half a century of connection with Williston, resigned in 1919 because of failing health. Archibald V. Galbraith, A.B., Harvard '99, for nearly twenty years a master at Middlesex School has been principal since 1919. See page 670.

**Hillside School**, Greenwich, is a farm school for forty boys, maintained by contributions. It was established in 1901 by two sisters who deeded their farm of three hundred and sixty acres for the purpose. The annual cost of supporting a boy is \$400, and though most of the boys pay nothing, a parent may pay \$300 in discharge of all obligations. The boys engage in farm work, live in a home atmosphere and do school work from the fifth to the ninth grade.

**The Mount Hermon School**, Mt. Hermon, established by Dwight L. Moody in 1881, faithfully embodies the vigorous Christianity of its founder. Here every student has abundant opportunity to secure an education, if he is in earnest — and not otherwise, for two hours a day are given to work, either on the farm or in the buildings. It was Mr. Moody's purpose to make education possible for every young man who was willing to work, by offering a thorough secondary school course at an almost nominal charge to the student. The present rate is

\$135. for board and tuition for each term of 15 weeks. Thousands of young men have availed themselves of this opportunity. Henry F. Cutler, D. C. L., intimately associated with Mr. Moody for nine years before the latter's death in 1899 has been principal since 1890. The ideals and purposes of the founder are fully preserved in all the workings of the school. Bible study is required.

**Northside College-Preparatory School**, Williamstown, is a small tutoring school for twenty boys, maintained since 1900 by E. Herbert Botsford. Boys are prepared for any college or university. There is also a summer session.

**Berkshire School**, Sheffield, has, since its establishment in 1907 by Seaver B. Buck, enjoyed a consistent and solid growth in numbers and reputation. In 1919 it was incorporated under a board of trustees. The school is the creation of and centers around the personality of Mr. Buck, A. B., Harvard '98, who for eight years had been senior master at Hackley School. Mr. Buck's masterful and buoyant personality dominates the school and finds expression in vigorous and wholesome ideals. He is admirably supplemented by his wife, who plays a vital part in the life of the school, though she takes no formal part. Both imbue the school community with homelike wholesomeness, and the directness of the methods, the sincerity of the atmosphere and the efficiency of the simple organization command the admiration of the boys as well as all who know the school. Each boy has a separate room, but two seniors may have a study in common. The upper class men are given considerable liberty and responsibility to bridge the gap from school to college. It is a preparatory school of five forms and the boys are representative of all parts of the country. Study hours are carefully supervised and deficiencies must be made up each day. Without conscious effort the school achieves much more than mere college preparation, though this latter is met in a scholarly and efficient way. The beautiful site is in a natural amphitheater on the slope of Mt. Everett. See page 667.

**Hallock School**, Great Barrington, was established in 1908 by Gerard Hallock, A. M., for fourteen previous years a master in Hill School. It continues the Hallock School established in 1793 by his great grandfather, the Rev. Moses Hallock, at Plainfield, Mass. It is a comparatively small school, exceptionally well equipped, in which each boy receives discriminating individual supervision and efficient preparation for college. The school offers unusual opportunities for varied outdoor exercises and diversions. Mr. Hallock is a real personality who stimulates a fine and wholesome spirit in his boys. See p. 666.

**Ascension Farm School**, South Lee, established in 1912 by the late Archdeacon Sniffin, is for twenty necessitous boys of the



diocese between the ages of eleven and sixteen. They are taught scientific farming and dairying together with grammar school subjects. A moderate charge of two or three dollars a week is made to those who are able to pay. T. Lee Roberts has been superintendent since 1914.

### RHODE ISLAND

The **Moses Brown School**, Providence, long known as Friends School was first opened in 1784 at Portsmouth and reopened in 1819 at Providence. Obadiah Brown, son of the founder, a few years later endowed it liberally. In 1904 Seth K. Gifford, A.M., Haverford, Ph.D., University of Halle, became principal and the present name was adopted. Under Dr. Gifford it has been gradually transformed from a coeducational school to a boys' college preparatory school, though there is still a small school for girls. The school maintains a high record on the college entrance examinations and in the success of its graduates in college. Ninety per cent of the graduates enter college. Over three hundred boys are enrolled.

**St. George's School**, Middletown, fronting the ocean near Newport, was founded in 1896 by the Rev. John B. Diman, A.B., Brown '85, A.M., '03; A.M., Harvard '96. He was successful in inspiring his patrons to liberal gifts and built up a splendidly appointed private boarding school. In 1916 Mr. Diman resigned and the following year Stephen P. Cabot, A.B., Harvard '92, A.M., Brown '02, who had been a master in the school since 1901, became head master. It is a church school with a chaplain in charge of the religious instruction. The head master maintains close relations with the one hundred and sixty boys. The mild climate due to the proximity to the ocean with its long sandy beaches, makes possible an unusual amount of outdoor life. For three or four weeks in the early summer there is ideal sea bathing. The loyalty of its alumni is evidenced by the St. George's Clubs at Harvard, Princeton and Yale, to which its boys go annually in the order above named. The school enrollment is cosmopolitan, representing leading families in all parts of the country. See page 669.

The **Weaver School**, Newport, is a small home school, since 1915 conducted by Helen Melville Weaver, who takes into her home ten boys from seven to thirteen years of age. The boys are prepared for St. George's and other large secondary schools. Miss Weaver has shown great ability in handling young boys with care, sympathetic firmness and understanding and under her guidance they develop physical and mental activity and high standards of sportsmanship and honor. See page 671.

## CONNECTICUT

The Hotchkiss School, Lakeville, was founded in 1892 by a gift of \$350,000 from Mrs. Maria H. Hotchkiss, of which \$200,000 was for endowment. The school was founded and has been conducted for service. Any surplus has been used to improve equipment or increase efficiency. The first head master, Edward G. Coy and the trustees were in a position to profit by the experience of older institutions in their avowed purpose of creating a national school which would develop moral stamina and rugged character. Since 1904 the Rev. Huber Gray Buehler, A.M., Litt.D. (Pa. Coll.), who had been a master in the school from its beginning, has successfully continued the same policy. Under his direction it has become one of the leading preparatory schools of the country, drawing its patronage largely from upper class families of all parts of the United States. The school life is carried on practically "under one roof" resulting in constant association between masters and pupils and a democratic spirit within the student body, free from cliques and school fraternities. A wholesome naturalness and sincerity of life actuated by ideals of self-discipline and self-restraint prevails. There is no prefect system and little detailed and irritating supervision. There is an earnest spirit of driving work and Hotchkiss is proud of its record in college examinations, which is perhaps unequaled. Recently the course has been broadened by the introduction of business practice, music and more science. Physical training is an important feature and open air exercise compulsory. The boys do not come exclusively from wealthy families. From the beginning boys of limited means have been admitted and these pupils have generally constituted a fifth of the total enrollment. More than forty boys receive full scholarships, performing some service in return, but those who thus work their way are received on terms of equality and frequently attain the highest positions of honor in the student body. The head boys and prize winners have been about equally from the scholarship boys and those who pay tuition. In the past twenty-eight years over twenty-two hundred pupils have been enrolled, about one half of whom have come from New York and Connecticut. Yale influence predominates at Hotchkiss and eighty per cent of the boys go to that college, but of the faculty of twenty-eight only seven are Yale men, four are Harvard men and the remainder are of other universities. There is the strongest feeling of loyalty on the part of alumni and faculty. Plans have been perfected and funds are being raised for a new and larger school plant to replace the original buildings.

**Salisbury School**, Salisbury, is an Episcopal church school established in 1901 by the Rev. George Emerson Quaile, Irish by birth and educated at Trinity College, Dublin. The boys come from all parts of the country. The instruction in college preparatory subjects is thorough. The life of the school is concentrated under one roof.

**Riggs School, Inc.**, Lakeville, is an agricultural school to train boys for self-support in country life as well as for college. It is the recent creation of F. B. Riggs, Harvard '03. His six feet five inches of stature are filled with the spirit of service, the will to do. Of the \$300 tuition each boy must himself earn \$60 from farm products raised.

**Rumsey Hall**, a school for young boys, was founded by Mrs. Lillias Rumsey Sanford in 1901 at Seneca Falls, N Y, in her own home. Later the school was moved to its present situation in the Litchfield Hills at Cornwall. Louis Henry Schutte, A.B., A M, Yale, is the head master, though the school remains under the general control of Mrs. Sanford. There is one instructor to each six boys, who receive thorough and efficient instruction in preparation for the best college preparatory schools. See page 672.

**Canterbury School**, New Milford, was established in 1915 under the patronage of Cardinal Farley by prominent Catholic laymen, who serve as the board of directors. There is an enthusiastic interest behind the school on the part of its patrons and it is about to undergo expansion to accommodate one hundred and sixty boys. Its purpose is to prepare a limited number of boys for college under the best educational conditions and at the same time to train them in the doctrines and practices of the Catholic religion. It occupies a beautiful site overlooking the Housatonic River Valley. Dr. Nelson Hume is head master and treasurer. See page 677.

**Kent School**, Kent, was established in 1906 by the Rev. Frederick H. Sill, A B., Columbia '95, a member of the Order of the Holy Cross of the Episcopal church, under the auspices of which the school is conducted. It is, however, the creation of Father Sill's own remarkable personality. He has built up a great and successful school—great in that it has pointed the way to other church schools to modify and reform their practices. It is a school actuated by ideals of democratic service and inspired by Father Sill's sincere religion. It provides a high class private church school at low expense. It is intended for the sons of professional men who cannot afford the expensive private school. More than average ability is demanded of its applicants. The boys come from well distributed regions over the country and enter many different colleges. A spirit of self-help and cooperation has been de-

veloped. Under a system of self-government the pupils supervise even their own schoolroom. The boys do all the housework outside the kitchen and laundry. The fees vary from nothing up to \$1200. Some parents pay the expenses of another boy besides their own, making up for the absence of endowed scholarships.

The Curtis School, for young boys, Brookfield Center, is a home school for thirty boys. It has been maintained since 1875 by Frederick S. Curtis, Ph. B., Yale, and his wife who now have the cooperation of their son, Gerald Curtis, Columbia. The strength of the school lies in this cooperation of two generations. The elder Curtis has a genuine love for boys and deep sense of the grave responsibility of a teacher's functions and untiring devotion to the needs of his pupils; the younger Curtis brings to his work a more intimate sympathy with boy life. A strictly parental attitude prevails and Mr. Curtis demands of his patrons perfect freedom in every detail of management, restriction and discipline. See page 676.

Ridgefield School was established by the Rev. Roland Jessup Mulford in 1907 and incorporated the following year. Dr. Mulford, A. B., Harvard '93, LL. B., '96; Ph. D., Johns Hopkins '03, had been a master at St. Mark's and Pomfret and head master of the Country School of Baltimore and the Cheshire School. From the beginning he has elicited the interest and endorsement of prominent church men who have served the school as trustees. It is an Episcopal church school following the usual model. The Sixth Form boys are given responsibility and exert much influence. See page 673.

The Sanford School, Redding Ridge, was founded about thirteen years ago by Daniel S. Sanford after his long and successful career in the Brookline High Schools. This school will appeal to those parents who "believe that the New England farm of their youth was the best educational institution that America has known, affording opportunities that are scarcely duplicated by the most carefully planned courses in manual training of our urban schools." Mr. Sanford offers opportunities for individual education and all round development in a natural wholesome way, free from the artificialities and formalities of usual school life. The educational influences of the old New England farm are here shaped by the personalities and immediate presence of Mr. and Mrs. Sanford.

The Gunnery School, Washington, is a school of historic interest opened by Frederick W. Gunn in the late thirties. "There was in it so much of abolitionism and other radical tendencies that it aroused great opposition and was for a time discontinued." "The Gunnery" was founded in 1850 by Mr. Gunn and his wife, Abigail Brinsmade Gunn. Mr. Gunn was

a man of broadly religious personality, who dared to belong to no sect at a time when all was sectarian and in education he followed his own advanced ideas. He made Gunnery one of the prominent schools of his time. Among its patrons were Henry Ward Beecher, Mrs Stowe and General John C. Fremont. In his story, "Arthur Bonnicastle," J. G. Holland has set forth the school and its master. Since Mr. Gunn's death in 1881 the school has been conducted by John C. Brinsmade, A.B., Harvard '74, a nephew of Mrs. Gunn, who on graduating from Harvard had come to the school as a teacher and two years later married Mr. Gunn's daughter. They are now assisted by their son, Frederick Gunn Brinsmade, A.B., Harvard '04. A reorganization was effected in 1922 and Hamilton Gibson became head master.

The Taft School is rightly named. It was established in 1890 by Horace D. Taft, a brother of ex-President Taft, who first located it at Pelham Manor and three years later moved it to Watertown. It is the expression of his personality to which he has given his whole life together with his high ideals of work and scholarship. Mr Taft graduated from Yale in 1883, and, like his brothers, studied law and was admitted to the bar, but teaching was evidently his foreordained vocation for we find him back at Yale, a tutor in Latin from '87 to '90. Mr. Taft has proved himself a great head master. Himself a tremendous worker, he may be said to inspire his boys with industry rather than to exact it of them. But there is no salvation for a boy at Taft except by hard work and any boy who survives the course of several years at the Taft School is sure to have a well trained mind. Mr. Taft sympathizes with the life of the boys on the playground as well as in the schoolroom and at once wins their comradeship and confidence by his geniality and large heartedness. A judicious amount of freedom is a part of his discipline in order that a boy's school life may properly grade into the greater freedom of after life. Boys are admitted only on examination. The course of study covers five years in preparation for college. The musical department is a feature. The Junior School is separately housed. The boys come from the substantial and well to do families throughout the country. About half are from Connecticut and New York, and the Middle West is strongly represented. Yale influences and ideals are largely dominant. See page 675.

Westminster School, Simsbury, was founded at Dobbs Ferry in 1888, but since 1900 has been in its present location, fifteen miles from Hartford. W. L. Cushing, A.B., Yale '72, A.M., founder and head master, is assisted by his brother C. E. Cushing, A.B., Yale '85 and two sons, C. C. S. Cushing, A.B., Yale '02 and W. S. Cushing, A.B., Yale '08. The atmosphere of the

school is simple and sincere and though Yale influence naturally prevails some of its graduates have entered Harvard, Williams, Cornell and other colleges. The alumni are loyal and helpful and have made important gifts to the school.

**Suffield School**, Suffield, was founded in 1833 as the Connecticut Literary Institution. Loyal alumni in the past have contributed a small endowment. It is now a boarding school for boys with a four year high school course. There is also a junior school for younger boys, covering the last three years of the grammar school. Hobart G. Truesdell Pd D., has been principal since 1912. During the war it became temporarily a military school and forty minutes daily of military drill is continued as a part of the routine. See page 673.

**The Loomis Institute**, Windsor, had its origin in 1874 when six of the Loomis family provided for a school on what had been, since 1639, the Loomis homestead. At that time a charter was drawn up and the school incorporated. But it was not until 1912 that the accumulated funds of over two millions were available. The trustees then decided to open a non-sectarian school with two separate departments, a day and boarding school for boys and a day school for girls. Nathaniel Horton Batchelder, A.B., Harvard '01, previously a master at Hackley and Hotchkiss, was appointed head master and organized the school, which opened in 1914. In addition to the college preparatory work, courses in agriculture, business and domestic science are provided. The student council plans and supervises student activities, affording a measure of self-government which cultivates a sense of responsibility. The pupils share in the useful labor of the school, caring for their own rooms, the class rooms and the school grounds and athletic fields. The endowment makes possible a low rate of tuition and there are a number of scholarships. The student body represents a democratic cross section of society. One fourth of the boys are fatherless; one fourth come from the social service class, sons of ministers, doctors and school men; one fourth come from the money making business class and one fourth from the professional class, lawyers, clerks, architects. About half the students take the academic course. The other half are distributed between the scientific, business and agricultural courses. In the latter course a boy may carry out an actual farm project on land rented from the school, with money borrowed at interest from the school and the profits are his, or he may farm with school money turning the produce over to the school. See page 672.

**Kingswood School**, Hartford, is a country day school which was inaugurated in 1916 by parents of the community. As their first head master they called George R. H. Nicholson, M.A., who is of English birth and training. Under his direction

the school has followed modern methods of individual instruction and has been successful. For some years it has occupied Mark Twain's old residence, but further growth has necessitated procuring a new site for a modern country day school. The buildings as planned will provide living quarters for the faculty and will be ready in 1922

**Pomfret School** was founded by the last Wm E Peck in 1894 at Pomfret. After twelve years as head master of St. Mark's School Mr Peck resigned to establish this school in order that he might more fully carry out his own ideals. Since his death in 1896 the Rev Wm Beach Olmsted, L H D, who for ten years had been a master at St Mark's has been head master Dr Olmsted's tireless efforts and optimism have secured the interest of many people of wealth and social prominence whose gifts have made the physical equipment of the school comparable to any in the country Since 1906 the school plant has been almost wholly rebuilt on a carefully thought out plan. Pomfret is a school of the Episcopal church, modeled on the plan of St Mark's and other church schools It is attended by about one hundred and thirty boys mostly from the wealthier families of the cities of the East.

**The Rectory School**, Pomfret, established in 1920 by Rev Frank H Bigelow, is a small home school for a limited number of boys between six and twelve years of age. Boys are prepared for the best secondary schools Careful supervision is exercised in the home and the out door life is well regulated. Mr. Bigelow is ably assisted by Mrs Bigelow and the Rev. John Lee Roney of Pomfret. See page 671.

**Wheeler School**, North Stonington, was founded in 1889 by Jennie Wheeler and endowed by her brother. Until recently it has been a coeducational school of local patronage. Girls are still provided for in the day school. As recently reorganized and modernized it is a college preparatory boarding school for forty boys The equipment is admirable, the curriculum broad and the tuition low Flood Everett Reed was appointed head master in 1920 See page 680.

**Eastford School**, South Woodstock, for some time planned, was opened in 1920 by Stanley Kelley, Yale and Clark University, who had for some years maintained a summer camp. It is a school for forty boys equally divided in lower and upper schools with separate principals directing the work of each unit. It is actuated by the ideals of the New Schools of Europe and aims to develop the boy physically through training in projects, manual work and life in the open country; intellectually through individual application of the best pedagogical principles, training the imagination, observation, reflection and research; and morally through responsibility, self-government and work.

Mr. Kelley is a genius with boys. The school is sound academically and fits for college, business, vocational work and life.

**The Booth Preparatory and Tutoring School**, 584 Chapel St., New Haven, has since 1897 been successful in preparing boys for college examinations, particularly those of Yale. In addition to regular class work, one hour of private instruction each day is given a boy. George A. Booth, Ph.B., Bellevue College '93, is the principal.

**The Fox Tutoring School**, 15 College St., New Haven, formerly the University School, has been conducted since 1901 by George L. Fox, M.A., who for sixteen years previous had been rector of the Hopkins Grammar School. It gives thorough individual training for college entrance to a small number of boys whose life is carefully supervised. There is dormitory accommodation for boarding pupils and a summer session.

**Hamden Hall**, Whitneyville, twenty minutes from the center of New Haven, is a country day school for boys, established in 1912 by Dr. John P. Cushing, A.B., Amherst, Ph.D., Leipzig, formerly principal of the high school in New Haven. In addition to the characteristic program of the American country day school there have been introduced some of the best features of the new educational movements in England and the Continent.

**The Roxbury School**, Cheshire, is a boarding school of individual instruction preparing for all colleges and especially for Yale. The school originated as a tutoring school in New Haven and attained great success under John Lowrance. In 1917 the school came into the control of Walter L. Ferris, A.B., Yale, who leased the plant of the historic Cheshire Academy. The school methods of instruction in small groups or individually are adapted to making good the deficiencies in the boy's accomplishment in his previous schools. In recent years, of over six hundred candidates prepared for fourteen universities, only nine failed to enter college. A summer session is held at Cheshire and an overflow tutoring department is maintained at New Haven. See page 678.

**The Milford School**, Milford, is an outgrowth of the Rosenbaum Tutoring School, established many years ago at New Haven where a branch is still maintained for tutoring undergraduates. Since 1917 the school has been located at Milford where there is dormitory accommodation for thirty. It prepares boys particularly for Yale College entrance examinations. It attempts to diagnose each case and by instruction individually or in small groups to correct and supplement the defects of his past work. An inclusive fee adjusted to the amount of work is fixed before the boy is accepted. No boys are accepted under sixteen years of age. In point of numbers entered at Yale, Milford was fifth on the list last year. See page 679.



**The Choate School**, Wallingford, was opened in 1896 and named for the Hon. William G. Choate. Mark Pitman was its first master. In 1909 the school came into the capable hands of George Clare St. John, A. B., Harvard '02, who had previously been a master in the Hill and Hackley Schools. Both Mr. and Mrs. St. John are wholly devoted to the school and have been successful in the attainment of their purpose to keep a homelike atmosphere. Mr. St. John now owns a controlling interest and under his fostering care the school has had a consistent growth. Something of the spirit of the school is evidenced by the school prayer: "Prosper Thou, oh Lord, our labors, and may the good name and influence of this school be handed down from generation to generation for the comfort of this Nation and for Thy glory." There is no one college influence, many universities being represented on the faculty and in a recent graduating class of twenty, seven different colleges were chosen. An attempt is made to adjust the curriculum to each individual by avoiding a rigid system of forms. There is a Lower School for young boys. See page 674.

**The Hopkins Grammar School**, 1207 Chapel St., New Haven, was established in 1660 on the Hopkins bequest. For nearly fifty years, until Yale came into existence, Hopkins sent its graduates to Harvard, but since that time it has naturally prepared chiefly for Yale. More than twelve hundred of its alumni have graduated from Yale, including seven of the presidents of Yale. Under George B. Lovell, Ph D., Yale '09, who has been head master since 1916, the school has regained something of its former prestige as a college preparatory school. The course covers six years.

**Carmel Hall**, Mount Carmel, eight miles from New Haven, is an all year round school for thirty-five young boys. The school work covers eight years of grammar school and four years of high school work. Emphasis is laid on preparation for Yale, though boys are prepared for any college or scientific school. William H. Janes is the head master.

**The University School**, Bridgeport, was established in 1892 by the present head, Vincent C. Peck, A.B., Yale '84. Class, group and individual instruction are combined in preparation for college, technical and professional schools.

**The Grail School**, Fairfield, is a small special school preparing for college and the larger preparatory schools. Charles Clark Saunders, Ph.D., is the head master.

**The Harstrom School**, Norwalk, has been maintained since 1893 by Dr. Carl A. Harstrom, Ph.D., Yale, and since 1899 exclusively as a college preparatory tutoring school. Resident accommodation is provided for a limited number of boys.

The Westport Home School, Westport, was established by Edward D. Merriman, A.M., Yale, in 1911. The school has grown so that it now accommodates sixteen boys between the ages of six and fourteen years. Family life, careful attention to health and behavior, and an opportunity to begin college preparation early are special features. See page 670.

The Cochran School, 178 East Avenue, Norwalk, established in 1921 by William T. Cochran, U. S. Naval Academy, has had a rapid growth. It has developed into a country day school for thirty boys with a boarding department accommodating ten boys. A competent staff makes possible individual attention in advancing pupils in their college preparatory work. See p. 682.

The King School, Stamford, was founded in 1876 by Hiram U. King and incorporated in 1913. It is a college preparatory day school patronized largely by the people of Stamford, with accommodation for a small number of resident pupils in the home of the head master, H. Mason Brent, A.M.

Betts Tutoring School, Stamford. Since the destruction by fire of the old Betts Academy in 1908 Wm. J. Betts has given his time to tutoring for Yale, avoiding the usual cut and dried methods in achieving success with hopeless cases.

Massee Country School, Shippan Point, Stamford, is a boarding school with a department for day pupils, conducted on the country day plan. Dr. W. Wellington Massee, A.M., Columbia; Ph D., Christian College, has had long experience in tutoring boys of the leading New York families for college entrance examinations. Since the school was established in 1900 it has had a consistent growth in numbers and equipment. Boys receive careful individual attention both in their studies and physical welfare. For twelve years the school was located at Bronxville, N.Y., but its growth requiring larger quarters it moved in 1920 to its present site, formerly occupied by the Stamford Military Academy. The Lower School accepts boys as young as seven. There is also a summer session in preparation for the fall examinations. See page 681.

Brunswick School, Greenwich, was established in 1902 by George E. Carmichael, the present headmaster. Three years later it was incorporated with the assistance of appreciative patrons, and the present home built. In 1917 Mr. Carmichael organized a new corporation in association with two of his teachers, Fred A. Luce, A.B., and Percy L. Wight, A.B., and took over complete control. For a time a boarding department was operated but of recent years the whole effort has been to build up a day school equal in its work and in its extra curriculum activities to the best of the boarding schools. The Primary and Lower Schools have achieved this. The Upper School still loses some of its boys to the boarding schools.

## MIDDLE STATES AND MARYLAND

## NEW YORK

## NEW YORK CITY

**New York Preparatory School**, 72 Park Ave., was reorganized in 1893 under its present name by Emil E. Camerer, A.M., LL.B., from an earlier foundation. The school gives special attention to those preparing for college, Regents, West Point and Annapolis examinations. Since 1895 the Dwight School has been under the same control. A branch school is also maintained in Brooklyn.

**Dwight School**, 72 Park Ave., organized in 1880, was named for former President Dwight of Yale College. It is a college preparatory day school in which men teachers give intensive training. It is one of three schools owned and operated by Emil E. Camerer, A.M., LL.B.

**The Chelsea School**, 215 W. 23d St., of the educational department of the 23d Street Y.M.C.A., maintains grammar and preparatory departments, with classes limited to ten. Francis P. Lamphear is educational director and Robert L. Litch, M.A., principal.

**Bovee School**, 4 E. 49th St., has been maintained by Kate Bovee since 1894. It is a school of some social standing which prepares about thirty boys for the Browning and other schools.

**The Browning School**, 31 W. 55th St., is a large day school of social prestige which has established a reputation for efficiency in preparing boys for college. It was established in 1889 and for a generation presided over by John A. Browning, A.B., Columbia '75, A.M., '78, a man of reserve and conservative tendencies, who won a clientele of the highest class. The school occupies three adjoining private houses remodeled for school purposes. In 1919 Arthur J. Jones, A.B., Harvard, '02, A.M., '03, became the head master.

**McBurney School**, 318 W. 57th St., under the auspices of the West Side Y.M.C.A., is a day school for boys from nine to twenty-one. The college preparatory department enrolls one hundred, while a separately organized lower school takes care of the younger boys. The school has a very complete equipment for all athletic and extra curricula activities. Thomas Hemenway is the head master.

**Allen-Stevenson School for Boys**, 50 E. 57th St., was established in 1887 by Francis B. Allen, A.B., Harvard, and continues under his direction and that of Robert A. Stevenson, A.B., Princeton. It attracts pupils of various social classes, largely sons of college graduates, because of the special attention given to physical development. The upper school prepares boys for the leading colleges. The better attended lower

school prepares for the upper grades and for other secondary and boarding schools.

**Kirmayer School**, 38 E. 60th St., is a progressive school for boys from six to eighteen. It was established in 1907 and is conducted by Frank H. Kirmayer, S B, Harvard. All teachers are men. The school work is adjusted to the needs of each pupil and the classes are small, six or less. There is daily outdoor exercise on the athletic field. Training in industrial arts, in the sciences, dramatics, and educational excursions are features of the school life.

**The Buckley School for Boys**, 120 E. 74th St., is a private day school, established in 1913 by Benjamin Lord Buckley, A B., Columbia, to prepare young boys for leading secondary schools. Boys as young as six are admitted and carried up to within three years of college entrance. Mr Buckley has proved himself exceptionally well fitted in the work of educating younger boys and has won the confidence and financial support of his patrons.

**St. Ann's Academy**, 153 E. 76th St., a day and boarding school, has since 1892 been conducted by the Marist Brothers and offers instruction from primary grades to college. Afternoon work, recreation and exercise are arranged for the day pupils. Brother Adolph is the director.

**St. Bernard's Preparatory School**, 4-12 E. 98th St., established in 1904, is a school for young boys from six to fourteen and prepares for the boarding schools, particularly the Church Schools. The afternoon recreation and study feature has recently been introduced and a new building erected. The founders and present head masters are Francis H. Tabor and John C. Jenkins.

**The Cutler School**, 755 Madison Ave., a day preparatory school providing instruction from primary to college, was established in 1876 by the late Dr. Arthur Hamilton Cutler, who held to conservative principles and high standards. In 1918 it was purchased by four of the instructors longest associated with him. It has prepared more than five hundred boys for the leading colleges, the great majority of whom have entered Harvard, Columbia, Yale and Princeton, the numbers being in the order named. The list of Alumni includes the names of leading families in New York, and many of its former pupils have become prominent in the life of the nation.

**The Pinneo School for Boys**, 801 Madison Ave., is a school for young boys through the grammar grades to college entrance. It was opened in 1914 by Alfred W. Pinneo, who for twenty years was with Mr. Browning. He is now wholly emancipated from the traditional and follows eclectically modern methods. Individual methods, musical training, discussions on live and

interesting topics and student self-government characterize the school. Mr. Pinneo's booklet flames with revolt against the traditional, but makes it apparent that he has found a better, a more scientific and more sympathetic approach to the boy's mind.

**The Lawrence Smith School for Boys**, 850 Madison Ave., is a small day school for young boys opened in 1914 by Clement Lawrence Smith, A.B., Harvard '97, A.M., '04, who had previously been a master at Milton and St. Paul's. The school has social standing and has made good on its record. Tutoring for college examinations is now provided.

**Kelvin School**, 331 W. 70th St., opened in 1903 by G. A. L. Dionne, Wooster '93; Columbia '01, the head master, is a college preparatory day school. Mr. Dionne is a charming gentleman and his work seems uniformly successful. The classes are small so that much individual attention is given without exclusive tutoring.

**The Brown School of Tutoring**, 241 W. 75th St., opened in 1910, grew out of the summer school established by Frederic L. Brown, B.S., Syracuse, in 1906. Individual instruction makes it possible to accomplish a program of work limited only by the capacity of the individual pupil. The large faculty of full time instructors of long experience prepare boys and some girls for the leading secondary schools and colleges. A separate school for girls occupies an adjoining building. Eighty-six per cent of school and college examinations have been passed successfully. See page 692.

**Collegiate School**, 241 W. 77th St., is the oldest existing private secondary school in the United States, having a continuous history running back to the early settlement by the Dutch of Manhattan Island. It dates from 1638 or earlier. Established by the Dutch Reformed Church it has long been non-sectarian. For two hundred and fifty years it was maintained as a parish day school, but in 1887 it became a grammar school, at first for boys and girls, in 1891 preparatory, and after 1894 for boys only. The school has occupied many sites progressively northward as the city has developed. The school is administered by a board of trustees and the nineteenth head master, Arthur F. Warren, a graduate of Amherst and a prominent educator, has capably filled that position since 1910.

**Loyola School**, Park Ave., near 83d St., opened by Rev. Neil N. McKinnon in 1900 under the direction of the Jesuits, is a day preparatory school providing for afternoon study and play. Since 1915 the Reverends J. H. Richards, D. W. Hearn and James M. Kilroy, as principals, have successfully conducted the school.

**The Carpenter School**, 310-312 West End Ave., opened in New York in 1900 by H. Manning Carpenter, continues the

work begun at Rochester in 1862 by his father. Mr. Carpenter is an educator of unusual vision and sense of proportion. It is a day school preparing young boys especially for St. George's. The boys are from the well to do families who wish for their young children especially able, yet sympathetic supervision. Special stress is laid upon practical manual training and out of door life, both handled with sound common sense.

**Berkeley-Irving School**, 309-315 W. 83d St., is a large day school preparatory to college. It was formed in 1916 by the merging of the Berkeley School, founded in 1880, of which Wm. H. Brown was president, and the Irving School, founded by Louis D. Ray, A.M., Columbia, Ph.D., New York University. Mr. Brown is president of the corporation and Dr. Ray vice-president and head master. The two schools have in their history prepared over a thousand boys for Yale, Harvard, Princeton, Columbia and other leading colleges. Instruction is provided in all departments from primary to college entrance. There is supervised afternoon study and play. There is a manual training shop and outing classes are conducted. In connection with the school two summer camps are maintained so that boys can be cared for the year round. See page 684.

**Hamilton Institute for Boys**, 339 West 86th St., a day school making a specialty of college preparation, has been maintained since 1892, by the present principal, N. Archibald Shaw, A.B., Hamilton '82, A.M., '85. The school emphasizes athletics. Mrs. Shaw conducts Hamilton Institute for Girls.

**Franklin School**, 18-20 W. 89th St., formerly the Sachs Collegiate Institute, is a day school founded in 1872 by Julius Sachs and continued by him until 1904, when he gave up his two schools for girls and boys for his work at Teachers College. The present principal, Dr. Otto Koenig, has been connected with the school since 1896 and continues the traditions and policy which have always characterized the school. Courses are provided from primary to college preparatory.

**Trinity School**, 139-147 W. 91st St., was founded in 1709 by the venerable "Society for the Propagation of the Gospel in Foreign Parts" and was endowed in 1796. It was maintained in connection with Trinity Parish until 1806, when the school was incorporated. Conducted at first in the tower of old Trinity Church as an elementary school it has moved uptown with the progress of the residential district and has increased the range of instruction. In 1898 the corporation established a separate school for girls, St. Agatha. It is today a prosperous endowed day school under the auspices of the Episcopal church giving instruction from primary to college preparation. The Rev. Lawrence T. Cole, A.M., Ph.D., has been rector since 1903. Four fifths of the graduates yearly enter the leading colleges.

**The Speyer Experimental Junior High School**, 94 Lawrence St., is a junior experimental school conducted by Teachers College and the Board of Education of New York City. The city pays the teachers' salaries and the college furnishes the professional supervision through Professor Briggs. The principal, Joseph K. VanDenburg, is also an officer of Teachers College. No tuition fee is charged though the building is privately owned.

**Columbia Grammar School**, 93d St. and Central Park West, was founded in 1764 as a preparatory school to Columbia College. With the college, though no longer directly connected, it has progressively moved uptown as the city has grown. In the middle years of the nineteenth century it rose to high prominence under the able direction of Dr. Anthon, America's earliest classical scholar. After fifty-three years of arduous service as head master, Mr. B. H. Campbell, in 1920, became head master emeritus, and was succeeded by Frederic A. Alden who had long been associate head master. At the same time George A. Kohut, founder of the Kohut School and Kamp Kohut, became executive director, and the school entered upon a new phase of its long career. The faculty is composed largely of Columbia men, but the school prepares for all colleges.

**The Choir School of the Cathedral of St. John the Divine**, Amsterdam Ave. and 111th St., organized in 1901 by Bishop H. G. Potter, is conducted for forty boys from nine to fifteen years of age who pass a satisfactory voice test and who constitute the chorus of the Cathedral. It is an endowed free boarding school. There is daily instruction in music with individual instruction to those whose voices warrant it. The school course of study, covering six years, conforms to the best public and private schools. Rev. Wilson Macdonald, M. A., B. D., is the head master.

**All Hallows Institute**, 13-19 West 124th St., established in 1909, is a college preparatory day school conducted by the Christian Brothers of Ireland. The course of instruction covers twelve years, from primary through high school. There is daily religious instruction. In addition to the usual school subjects attention is given to art, physical development and music. Brother Lannon is the principal.

**Riverdale Country School**, Riverdale-on-Hudson, is a college preparatory boarding and day school. It was established in 1907 by Frank S. Hackett and while capitalizing in a vigorous way the values of its country environment for city boys, it has always concentrated upon college preparatory work and achieved an unusually high record in the success of its candidates on entrance examinations. The school is now incorporated and has a complete new plant, designed by McKim, Mead and White, on an eminence overlooking Van Cortlandt Park and

the Hudson. A new fire-proof dormitory with one hundred single rooms was opened in 1920. For day students from the city a bus service is maintained. A complete course of study from the fourth grade to college entrance is provided, the three lower grades being separately organized as a Lower School. In the Upper School a council of five elected monthly administers a system of self-government. The school has long maintained a summer camp in the Adirondacks. See page 685.

**The Barnard School**, Fieldston, W. 244th St., a day school for boys established in 1886, is one of a group of four schools, one for girls and two elementary schools, all bearing the same name in honor of a former president of Columbia. Influenced by the country day movement the school in 1912 opened on a new site overlooking Van Cortlandt Park, where the boys are kept occupied throughout the day. William L. Hazen, A.B., LL.B., has been the head master of the Barnard Schools since their establishment. The associate head master is Theodore E. Lyon. The kindergarten and elementary schools are under the direction of Katharine H. Davis.

**Horace Mann School for Boys**, Fieldston, W. 246th St., was established as a model and experimental school in connection with Teachers College, a department of Columbia. First opened in 1887, it was coeducational until 1914. In 1914 the boys' school was separated and removed to a new site opposite the playgrounds of Van Cortlandt Park, where it now offers all the facilities of the country day school to pupils in the last six years of college preparation. Ninety per cent of the pupils prepare for college and eighty per cent enter. Charles C. Tillinghast, is the principal. See page 779.

**Polytechnic Preparatory Country Day School**, Dyker Heights, Brooklyn, was established in 1917, the continuation of the preparatory department of Polytechnic Institute, founded in 1854. It was the outgrowth of the strong desire on the part of alumni and trustees to have an all day school on modern lines. Half a million dollars was raised for the new school plant, which is perhaps unequaled for its purpose. Joseph Dana Allen, A.M., Litt.D., who had successfully built up a similar type of school at Buffalo, has been the head master since 1917. The boys come from all parts of Greater New York. Last year's graduating class entered eighteen different colleges and technical schools, many of them with honors.

**Prospect Heights School**, 217 Lincoln Pl., Brooklyn, founded in 1899, is a day school patronized by the younger sons of Brooklyn families. William K. Lane, A.B., Williams '01, is the principal of the school and directs the college preparatory work.

**Marquand School**, 55 Hanson Pl., Brooklyn, is a day school for boys conducted by the Central Branch Y.M.C.A. The



school aims to take advantage of the unusual facilities for extra curriculum activities offered by the \$2,000,000 equipment of the Y.M.C.A., to develop the all round boy through athletics, science clubs and other media. It accepts boys who have completed the fifth grade and prepares them for college. Carle O. Warren, A.M., is the head master.

**St. Paul's School**, Garden City, whose legal title is the Cathedral School of St. Paul, was founded by Mrs. Cornelia M. Stewart as a memorial to her husband, Alexander T. Stewart. It is the diocesan school of Long Island, controlled by the Cathedral Chapter of which the Bishop, the Rt. Rev. Frederick Burgess, is the head. Boys of ten who have completed the fourth grade work are admitted to the "first shell" as the fifth grade is called, and carried through to college entrance. The boys come chiefly from Greater New York. Walter R. Marsh, A.B., Harvard '89, the head master, is the author of a series of mathematical textbooks.

**The Lawrence School**, Hewlett, on Long Island, twenty miles from New York, is a coeducational day school, with resident accommodation for ten boys. Established in 1892 by gentlemen of the adjoining town of Lawrence, to provide for their own children, the school has had a constant growth, and in 1920 moved to its present site. B. Lord Buckley, whose New York school has been so successful, and Ward L. Johnson, formerly head of the Mill Brook School of Concord, Mass., are the head masters.

**Kohut School**, Harrison, Westchester County, is a country day and boarding school, established in 1908 by Dr. G. A. Kohut, at Riverdale-on-Hudson. In 1920 the school moved to its present site, formerly occupied by the Heathcote School. For some years it has been under the direction of Harry J. Kugel, A.B., Yale, who has been connected with the school since its establishment. Its pupils come from representative Jewish families throughout the country. See page 682.

**The Harvey School**, Hawthorne, is a special school for special boys founded by Dr. Herbert S. Carter of New York for the purpose of taking care of boys who through heart trouble or other physical disability were unable to attend a large preparatory school. Admirable results in scholastic work are accomplished. John L. Miner, A.B., is the principal.

**Kyle School**, Irvington-on-Hudson, maintained by Dr. Paul Kyle since 1890, is a semi-military boarding school for fifty boys from eight to sixteen years of age. The school also conducts a camp in the Catskills.

**The Hackley School**, Tarrytown-on-Hudson, was founded in 1899 and generously endowed by Mrs. Caleb Brewster Hackley, under Unitarian influence, though its atmosphere is

non-sectarian. It is administered by a board of trustees of which Rev. Samuel A. Eliot is president. Walter Boutwell Gage, A.B., Harvard '94, who has been with the school since its beginning has been head master since 1908. Mr. Gage is a man of vigorous personality and democratic ideals, open-minded to educational advance, enthusiastic and devoted to the school. During his régime the school has prospered. Of the faculty of twelve, six have been with the school for periods of from ten to twenty years. It is distinctly a college preparatory school. Of the two hundred and sixty alumni the great majority have entered Harvard and Yale. The boys come from well to do families, chiefly of New York and New England, though twenty states are represented. Funds are available for the assistance of a few boys of inadequate means.

Repton School, Tarrytown-on-Hudson, is a boarding and day school for boys from six to fourteen years of age. It was opened in 1919 by V. Willoughby Barrett, but perpetuates the name of the school previously maintained there by Mr. Roach, a former master in the English school of the same name. The school is conducted on the plan of similar schools in England. The boys live with the head master and his wife. Classes are small and study periods are carefully supervised. See page 683.

The Irving School, Tarrytown-on-Hudson, was established in 1837. Since 1891 it has been owned and operated by the head master, John M. Furman, Union College, '89, L.H.D., '92.

The Sherman School for Boys, Beacon-on-the-Hudson, established in 1921 by Peter Bender, Ph D., occupies the estate of the late Gordon W. Burnham. The school has received the financial support of Philip Simon, one of the leading citizens of Danbury. Mr. Melvin A. Simon of Columbia University is the associate head master.

The Stone School, Cornwall-on-Hudson, on the slope of Storm King Mountain, is a college preparatory school for boys. It was established in 1867 and from 1887 to 1912 was conducted by the Rev. Carlos H. Stone. Alvan E. Duerr, A.B., Williams '93, the present head master, has been associated with the school since 1912 and previously had a broad experience in other secondary schools. His interest in boys, his zest and enthusiasm for his profession have never been dulled and he must impress his pupils as more human than do most school masters. He conscientiously endeavors to understand his boys, to estimate their physical, mental and social possibilities and to develop their natural aptitudes. The course of study and the general training are broader than is usual, and numerous extra curriculum activities are encouraged. The lower school for younger boys from nine to twelve is housed

separately, in charge of a competent house mother. The boys come from all parts of the country. See page 686.

The Raymond Riordon School, Highland, Ulster Co., occupies an extensive tract of varied land overlooking Chodikee Lake. It was established in 1914 by Raymond Riordon and gets away from the formalism of the traditional school, to utilize the arts and crafts and to stimulate constructive activity and community endeavors on a generous scale without essential neglect of academic instruction or college preparation. In its plan the school follows somewhat the New Schools of England and the continent. The boys have much responsible work in connection with the farm and the school plant, involving actual construction as well as maintenance and repair of buildings, and the care of machinery and stock. Full advantage is taken of the exceptional opportunity the locality affords for outdoor activities of the pioneering sort. See page 690.

Mackenzie School, Monroe, Orange County, was established by the Rev. James Cameron Mackenzie in 1901. Dr. Mackenzie was educated at Phillips Exeter, Lafayette College and Princeton Theological Seminary. In 1882 he reorganized the Lawrenceville School successfully introducing the "house" system now so generally adopted. After eighteen years he resigned in 1899 to organize the Tome School. In 1901, with the financial assistance of J. Scott McComb and other friends, he established the present school at Dobbs Ferry. In 1914 to provide for a larger growth the school was removed to Monroe, in the Ramapo region of Orange County, forty-eight miles from New York City. The enrollment is representative of the whole country. There is a junior department for boys as young as seven and a summer quarter. See page 683.

The Mohonk School, Lake Mohonk, Ulster Co., is an outdoor boarding school for boys, opened in 1920 on the great Smiley estate. There is every opportunity for outdoor sports. Boys are taught to ride and care for their horses. The instruction is largely out of doors and an effort is made to correlate work in the shop and on the farm with that of the class room. Boys receive much individual attention and get some idea of service and community responsibility. Jerome F. Kidder is the head master. See page 687.

Woodland School for Boys, Phoenicia, established in 1912 by Erwin Spink, is a home school characterized by a wholesome outdoor life. There are about twenty-five boys in attendance from various states.

Berkshire Industrial Farm School, Canaan, is a non-sectarian, national training school for unruly and delinquent boys, founded in 1886 by Mr. and Mrs. Frederick Gordon Burnham. The school occupies the site of an old Shaker colony, the build-

ings of which are gradually being replaced by permanent structures. The boys learn trades and enjoy all kinds of sports and athletics. They perform much of the necessary work and the Unity League, composed of eighteen older boys, meets weekly with the head master to discuss the management of affairs. Under the administration of E. B. Hilliard the school came to occupy an important position in the educational world. Mr. Hilliard felt obliged to resign in 1921 because of the recalcitrancy of the trustees, and the institution is now headless.

The Pawling School was founded in 1907 by Dr. Frederick L. Gamage under conditions which assured success. As a memorial to his son, a former pupil of Dr. Gamage who died while a student at Yale, George B. Cluett established the Cluett foundation which made possible the new buildings. The confidence felt in Dr. Gamage by his patrons has resulted in further generous gifts and endowments. The school has been successful in preparing boys not only for college entrance examinations but for subsequent college life, for which varied activities afford broad preparation. The School Congress, fashioned after our National Legislature, affords practice in parliamentary usages and familiarity with current issues. A prefect system places large responsibility upon boys qualified for leadership, and an earnest effort is made to stimulate the boys' sense of honor in all things. Intimacy and mutual confidence characterize the relationships between boys and faculty. Week-end privileges away from the school are granted as a reward and stimulus for good work. The boys come largely from well to do families of New York and adjacent states. See page 689.

The Albany Academy, founded in 1813, is one of the few surviving old-fashioned academies. It is rich in traditions and bears the stamp of such men as Joseph Henry and David Murray who are numbered among its masters. The atmosphere and spirit of the school, as it exists today, are the unique product of the heart and mind of the late Dr. Henry P. Warren, who at his death had been its head master for over thirty years. Under his hand it has become exclusively a college preparatory school with a high standard of scholarship. On his death in 1919 Islay F. McCormick, A.B., Bowdoin, for seven years previously a master, was appointed head master. The pupils come from Albany and its immediate vicinity. A cadet battalion, organized fifty years ago, is a valuable feature of the school and provides an ideal solution of the conjunction of military training with the work of preparation for college. A steadily increasing endowment fund is making possible improvements and extensions.

La Salle Institute, Troy, conducted by the Brothers of the Christian Schools, was founded in 1853 and incorporated in

1891. Though Roman Catholic, it receives both Protestant and Catholic students. In addition to the usual studies, commercial subjects and military drill are features of the school

**Hoosac School**, Hoosick Falls, on the edge of the Berkshires, is one of the younger church schools, incorporated in 1903, "the whole order of the place being regulated and influenced by the religious teaching of the Episcopal church" It aims to give proper physical and moral training in the preparation for college or business life. Rev. Edward D. Tibbits is the rector.

**Silver Bay School**, on Lake George, opened in 1918, is a carefully considered attempt to combine with the studies of the school curriculum useful outdoor work, such as gave its great value to the education imparted by the old New England farm. The purpose of this work is to stimulate resourcefulness and initiative and the development of character. The school has the use of the extensive property and plant of the Silver Bay Association, which has been built up during the past sixteen years for summer conferences, now annually attended by three thousand. A six year course is offered for boys from twelve to eighteen in preparation for college. Emphasis is laid upon student initiative. All study hours are supervised. The boys take part in the greatest variety of outdoor activities connected with the upbuilding of the estate and maintenance of the community. There are athletics and winter sports and excursions. C. C. Michener, A.M., who has been connected with the association from the first, is president. H. F. Martin, Ph D., is the principal. See page 691.

**The Adirondack-Florida School**, founded in 1903 by the late Paul C. Ransom, inaugurated the plan of spending the spring and fall in the Adirondacks and the winter months in Florida. For six preceding winters Mr. Ransom had taken a group of boys to the present winter home, Coconut Grove, five miles south of Miami, Fla. The fall and spring terms are on Clear Pond, Post Office Onchiota, Franklin Co., N.Y. Since 1907 L. H. Somers, A B., Yale, has been the head master. It is a college preparatory school in which the instruction is in small groups or individual. It offers unusual year round outdoor activities including camping and cruising. The life is that of a refined, well ordered home. See page 709.

**The Lake Placid School** was established in 1905 on a similar plan by John M. Hopkins, A B, who had formerly been a teacher in the Hill and Adirondack-Florida Schools. The school spends the spring and autumn at Lake Placid, the winter at Coconut Grove on Biscayne Bay, Florida. There is out of door life throughout the year. In Florida it is largely on salt water. The school has been remarkably successful not only

in the records of its boys in entrance examinations, but in their after careers in college. Provision is made for the study of music. In 1921 the school was taken over by Herbert L. Malcolm, B.A., for many years senior master under Mr. Hopkins. Under his able reorganization the school staff has been greatly strengthened and the course of study broadened. See page 708.

**Cascadilla Schools**, Ithaca, was founded in 1870 by Prof. Lucien A. Wait of Cornell, to afford special instruction for boys preparing for that college. From 1893 to 1914 Charles V. Parsell, A.M., St. Lawrence University '81, was in control. He was succeeded by W. D. Funkhouser and in 1918 by A.M. Drummond, A.B., Hamilton, M.A., Harvard, who is still vice-president of the Board of Trustees. In 1921 F. B. Chamberlin, B.S., Colgate, after four years' connection with the school took charge. There is a Summer Session and a Special Tutoring School for college preparatory work. See page 688.

**Nichols School**, Amherst and Colvin Streets, Buffalo, a country day school for boys of Buffalo and vicinity founded in 1892 by the late William Nichols, was incorporated in 1909 and moved to its present site, where it offers all the opportunities, outdoors and in, for its all day work. The school has in twelve years increased from twenty to two hundred and twenty and in the last twelve years has sent more than one hundred and fifty boys to college. A feature is made of supervised study and a two year commercial course is given. Walter D. Head, A.M., Columbia, Harvard, A.B., has been head master since 1917.

## NEW JERSEY

**Stevens School**, Hoboken, continues the school which was formerly the academic department of Stevens Institute, though now there is no immediate connection. In 1917, B. F. Carter, A.M., and some of the former masters organized the present school. Since 1918 B. F. Carter has been in sole charge. Special emphasis is put upon mathematics and science in preparation for technical and scientific institutions. The certificate of the school is accepted by all colleges admitting by this method.

**Kingsley School**, Essex Fells, established in 1900 by James R. Campbell, A.M., Coe, is a college preparatory school for seventy boys. The school method is personal and has developed a vigorous spirit and tradition. All teachers are chosen for their personality and character as much as for their scholarship. Prior to opening the school Mr. Campbell had a broad experience as teacher and executive in both schools and colleges.

**Morristown School**, thirty miles from New York City among the hills of northern New Jersey, is a college preparatory school

founded in 1898 by Thomas Quincy Browne, Jr., Arthur Pierce Butler and Francis Call Woodman, all Harvard '88. Mr. Browne died in 1914. Since the resignation of Mr. Woodman in 1917 Mr. Butler has been head master. Its capacity has been recently very considerably increased by the acquisition of the Langdon Estate upon which is now located the separate Lower School for fifty boys. The curriculum is broad and some measure of choice in studies is afforded the individual boy, but the same amount of work in actual units is required of all for graduation. Concrete practice in democracy is afforded by the monthly election of the Committee of Seven, in which the whole Upper School takes part on a proportional-representative basis. This committee plays an important part in setting the tone of the school. A similar committee, with somewhat less authority, is elected by the boys in Lower School. The school is democratic in its system of discipline.

**Montclair Academy**, Montclair, embodies the educational ideals and methods of J. G. MacVicar, A.M., under whose management the school has been continued since 1887. A steady growth in local patronage has marked the school's career. The fact that several of the faculty have been with Mr. MacVicar during the great portion of the life of the school has greatly assisted him in developing his methods. C. H. Garrison is the assistant head master. It is an efficient college preparatory school with a Lower School covering all the grammar grades. Small classes are maintained and lessons are prepared under careful supervision. A business course is offered for those who will not go to college. See page 693.

**Blair Academy**, Blairstown, was founded in 1848 by John I. Blair and has been liberally endowed by him and his son, DeWitt Clinton Blair. Formerly coeducational and known as Blair Presbyterial Academy, in 1915 it was reorganized as a boys' school, and now has an enrollment of two hundred and eighty. For the past twenty-three years Rev. John C. Sharpe, A.M., D.D., LL.D., has been head master. The endowment, with a thoroughly complete equipment, enables the school to supply a broad, sound training at a moderate cost. Its curriculum includes all the subjects necessary for entrance to any American college or technical school. The Senate represents the student body in self-government. An essential feature of the school is its spirit of democracy. See page 693.

**Carteret Academy**, Orange, stands on land originally granted to Sir George Carteret. It was established in 1901 by Dr. David A. Kennedy and Charles A. Mead, A.B., Yale, who in their long connection with the till then coeducational Dearborn-Morgan School saw the need for a boys' school in the community. In 1906 Dr. Kennedy resigned. In 1920 the

property was purchased by a board of trustees representing the parents and subscribers to the various bond issues. At the same time a Junior School was added with separate buildings and grounds. Intelligence tests are a basis of school work.

**Cornish School**, 144 Halstead St., East Orange, was established in 1914 by Chanter Cornish, A.B., Yale '11. It is a college preparatory day school of local patronage but has accommodation for a few boarding pupils.

**Newark Academy**, founded in 1792 by gifts of citizens of Newark, is an endowed day school for boys, offering instruction from primary up to college. Samuel A. Farrand, for forty years head master from 1859, was one of America's great masters of a profession and in his long régime greatly strengthened the school. In 1901 he was succeeded by his son, Wilson Farrand, A.B., Princeton '86, L.H.D., Hamilton. The attendance of the school is close to three hundred pupils, most of them from Newark, the Oranges and the surrounding towns.

**Summit Academy**, twenty-one miles from New York City, may be said to have begun in 1885 when the school came under the charge of the present principal, James Heard, A.M., Columbia. In 1895 its location was changed and the former military system abandoned. It is a small day school with primary and college preparatory departments.

**Carlton Academy**, Summit, conducted for eleven years by Charles H. Schultz, has recently come under the direction of the Rev. James F. Newcomb. It offers college preparatory and business courses to boarding and day pupils. The aim is to train boys in the Roman Catholic faith, to give them individual attention in their studies, with home care for the younger boys. See page 692.

**Rutgers Preparatory School**, New Brunswick, was established in 1766, the same year as the college which was then known as Queen's. It is owned by the college and until recently was known as "The Grammar School." It has always specialized in preparing boys for college and has a notable list of alumni. The school is not denominational and is operated independently. It is housed in new cottage dormitories in rural surroundings. The atmosphere is homelike and democratic and the relation between the head master and the boys is natural and cordial. Projects for student welfare are to a great extent worked out and applied by the boys themselves, under guidance. Since 1911 William P. Kelly, a graduate of Dartmouth, has been the head master. Mrs. Kelly takes an active part in directing the home life. Athletics and music enter into the life and recreation. See page 697.

**The Pingry School**, Elizabeth, is a country day school. Started in 1859 it owes its name to the Rev. John F. Pingry,



one of the great teachers of his day, who was its head from 1861 until the school was incorporated in 1891 by citizens of the town. It was reorganized as a country day school, for which its situation is admirably adapted. In 1920 C. Bertram Newton, A. B., Princeton '93, formerly a master at Lawrenceville and for eight years head master of the Blake School, Minneapolis, was elected head master.

**The Wardlaw School**, Plainfield, succeeding Mr. Leal's School for Boys in 1916, is an incorporated day school maintained by Charles D. Wardlaw, A. B., who was long associated with the preceding school. Seventy-five boys are enrolled.

**The Peddie Institute**, Hightstown, midway between New York and Philadelphia, began as early as 1864, but in 1879, was endowed and chartered under its present name in honor of its benefactor, the Hon. Thomas B. Peddie. In 1898 Roger W. Swetland, A. M., and LL. D., University of Rochester, became head master and under his able administration it has greatly prospered. Its endowments make possible an efficient faculty and thorough instruction at moderate cost. The school is distinctly democratic in its spirit, with boys of wealth and others who work to pay part of their expenses. In 1908 it was made a school for boys exclusively and since then its attendance has increased from eighty to four hundred boys who come largely from New York and New Jersey while representing more than thirty other states. Ninety per cent of the graduates yearly enter such colleges as Princeton, Yale, Harvard, Cornell and Brown. Its graduates are now taking high rank in scholarship and are prominent in the student activities of twenty-six colleges. See page 696.

**Pine Lodge**, Lakewood. Frank L. Olmstead for seventeen years has taken into his family a group of small boys not exceeding ten, ranging from ten to twelve years of age, giving them a broad training, a simple life and a minimum of formal lessons.

**Newman School**, Lakewood, was named after Cardinal Newman, whose educational ideals it aims to carry out — to fit boys of Catholic families to live in a world which is not pre-eminently Catholic. Its pupils come from Roman Catholic families of wealth in all parts of the United States. First established at Orange in 1900, it moved in 1903 to Hackensack. Upon the resignation of Dr. Locke, its founder and head master for fifteen years, the Very Rev. S. W. Fay, S. T. D., became rector, and C. E. Delbos, formerly of Sedbergh School and Downside School, England, became head master. The success and growth of the school necessitating larger quarters, it moved in 1920 to its present site. Thorough preparation is given for all colleges and technical schools. See page 695.

The Lawrenceville School, on the John C. Green Foundation, was chartered in 1881. It was a reorganization of an earlier school established in 1810 by Isaac Brown, a Presbyterian clergyman. From 1839 to 1878 under the management of the Revs. Samuel and Hugh Hamill, it prospered as the Lawrenceville Classical and Commercial High School and during that time enrolled 2500 pupils. John C. Green, who had been one of the original pupils, amassed a fortune in the China trade, and leaving it without restrictions, his executors determined upon the establishment of an endowed preparatory school for boys. They purchased the Lawrenceville School and Dr. James Cameron Mackenzie organized the new school in 1884.

Dr. Mackenzie proved himself an organizer of no ordinary ability and gave to Lawrenceville its present characteristic policy. During his administration and that of Charles Ewing Green, the sole surviving residuary legatee and President of the Board of Trustees, the school greatly prospered. He introduced the English "house" system, then a novel feature in American schools, which has since been widely copied by other American private schools. The boys below the upper form occupy separate houses, each presided over by a master and his wife, assisted by an unmarried master. Every house is a home unit, and there are inter-house instead of inter-class contests in athletics. The effect of this system has been to preserve and foster individuality, a problem difficult to attain otherwise in an institution containing four hundred pupils. In the "Upper House," for the boys of the Fifth form, there is more personal freedom than in the masters' houses, the discipline is largely in the hands of the boys, in order that they may the better prepare themselves for the greater freedom of college life.

From 1899, for twenty years, the school was presided over by the Rev. Simon J. McPherson as head master and Henry W. Green, grand-nephew of the founder, as President of the Board of Trustees, who has proved himself devoted to the school's interests. Under this régime the school developed its characteristic practices and customs. Boy life at Lawrenceville, more than at any other American school, has some of the features of the life at the great English public schools. It has developed a local vocabulary and evolved time honored customs. The picturesque side of Lawrenceville life has been portrayed in numerous stories by its best known literary alumnus.

Lawrenceville is today one of the larger popular preparatory schools, national in its patronage. The school, though non-sectarian, has Presbyterian traditions, which, together with proximity, incline forty per cent of the students to choose Princeton as their university. Financial aid is extended to a few boys, but the names of these are not divulged.

On the death of Dr. McPherson in 1919 the trustees, after a thorough canvass, elected as the new head master Mather Almon Abbott, M.A., Litt D., a graduate of King's College, Nova Scotia, and of Worcester College, Oxford, England. Mr. Abbott was a master in Groton School from 1897 to 1916, and was professor of Latin in Yale University from 1916 to 1919. Dr. Abbott's broad vision, human sympathies, virile personality and courage immediately won him the enthusiastic support and confidence of faculty and alumni, and insure a new and greater Lawrenceville. See page 699.

**Princeton Preparatory School**, Princeton, was founded in 1874 by John B. Fine, A B, Princeton, who is its present head master. Since 1895 it has been incorporated under a board of directors. The school is limited to sixty boys over fourteen years of age, who are preparing for college. Students are encouraged to progress in their studies in accordance with their individual ability. A student council supervises extra curriculum activities. The boys come from all parts of the country. Naturally the greater number enter Princeton.

**The Princeton Summer School**, now in its thirtieth year, has since 1906 been conducted by C. R. Morey, and A. M. Hildebeitel, with a permanent staff of experienced tutors. Over one thousand boys have been prepared for Princeton, of whom less than fifty have failed to enter.

**The Princeton Tutoring School**, 66 Nassau St, Princeton, was started in 1914 by its present head master John G. Hun, Ph D., Johns Hopkins, upon his resignation from the Princeton faculty. It was known as the Math School until in 1918 it absorbed the University Summer School. Dr. Hun endeavors to do intensive work without cramming.

**The Pennington School**, Pennington, near Trenton, was founded in 1838 by the Methodist Conference and through the efforts of the Rev. John Knox Shaw, who raised a large fund. It is a moderate priced school attracting boys for college preparation, chiefly from the Middle States. Since 1910 it has been exclusively for boys, and the same year Rev. Frank MacDaniel, M.A., B.D., D.D., became head master. He was succeeded in 1921 by Francis H. Green.

## PENNSYLVANIA

### PHILADELPHIA

**The William Penn Charter School** was opened in 1689, as the result of an intention which Governor Penn had declared previously. It received three Charters from William Penn, the first in 1701 of the same date (October 25, 1701) as the Charter of Philadelphia, the second in 1708 and the third and final one in 1711. The school is still conducted under the

Charter of 1711. This Charter provided for "the good education of youth and their early instruction in the principles of true religion and virtue, qualifying them to serve their country and themselves, by breeding them in reading, writing and learning of languages and useful arts and sciences, suitable to their age, sex and degree"

For the first few years the school was under the joint control of the Meeting and the Board, but this plan of conducting the school proving unsatisfactory, Penn, then in England, determined to place the management of the school upon an independent basis under the sole control of a self-perpetuating body of fifteen men. Hence the Charter of 1711.

It is a city day school for boys with an attendance of about five hundred from the substantial families of Philadelphia. A high standard of academic work has long been maintained through the ten year college preparatory course. Under the dominating personality of Dr. Richard Mott Jones, head master for forty-two years, the school prospered and Dr. Jones attained a national reputation as one of America's foremost head masters. On his death in 1917 the graduates numbered thirteen hundred, of whom more than a thousand had continued their studies in colleges and universities. Richard Mott Gummere, Ph D., a graduate of Harvard and Haverford, for many years head of the Latin department of Haverford College and a member of the board of overseers of the school, succeeded Dr. Jones as head master. Frederick L. Smith, for twenty-five years head of the classical department and acting head master for the year 1917-18, is associated with Dr. Gummere as assistant head master. A large estate, at Queen Lane, Germantown, devoted entirely to playgrounds, has been donated to the school with the view of eventually moving the school to an enlarged situation and adopting the country day plan. See page 701.

The Episcopal Academy, Overbrook, is a modern country day school of two hundred fifty boys, drawn principally from old Philadelphia families. Founded in 1785 it has in the last ten years absorbed the Blight and the DeLancey School. Since 1850 more than four thousand boys have attended the Academy. The present site occupied first in 1921 affords ample space for supervised outdoor sports and athletics. Greville G. Haslam, B.S., Mass Inst. Tech., formerly a master at St. Paul's School, Concord, is the headmaster.

Brown Preparatory School, Broad and Cherry Sts., was established over forty years ago by Alonzo Brown, a graduate of Haverford College. His brother, George J. Brown, has been associated with him for more than a quarter of a century.

St. Joseph's College High School, Eighteenth and Thompson

Sts., Philadelphia, is the preparatory department of St. Joseph's College. Rev. P. F. O'Gorman, S.J., is the principal.

**Maier Preparatory School**, 115 W. 34th St., is a small tutoring school which has been conducted since 1903 by John F. Maier, M.S., LL.B. It prepares especially for the University of Pennsylvania and law schools. The instruction is individual or in classes not exceeding five in number.

**St. Luke's School**, Wayne, is an Episcopal church school of national patronage preparatory to college. It had its beginnings in 1863 as the "Ury House School." Charles Henry Strout, A.B., Dartmouth '80, A.M., '83, came to the school as a teacher of mathematics in 1880 and in 1884 became head master and reorganized the school under its present name. In 1902 the school was removed to its present site in the open country, fourteen miles from Philadelphia. For thirty-four years the school has revolved around Mr. Strout's dominating personality and he has shown himself most successful in handling men and dealing with boys. In 1917 the Cedarcroft School of Philadelphia was absorbed and its former head master, Jesse Evans Philips, is now associated with St. Luke's. It is an efficient college preparatory school, attractively located and well equipped. See page 694.

**Haverford School**, Haverford, nine miles west of Philadelphia, in a quiet, dignified environment adjacent to Haverford College, is distinctly a college preparatory school. It was founded in 1884 by residents of the community as a day school. For a time it was under private control but is now incorporated. By the terms of its charter its income must be used wholly for the operation and improvement of the school. The residence in which the head master and some of the faculty live accommodates fifty boys. Its graduates number more than eight hundred, nearly all of whom have entered colleges and universities of the East. The head master, Edwin M. Wilson, A.B., Guilford College '92, A.M., Haverford College '94, has been with the school since 1895.

**Montgomery School**, Wynnewood, is a country day school opened in 1915 and incorporated in 1917. The head master, Rev. Gibson Bell, A.B., Harvard, B.D., Cambridge Theological School, was formerly head master of St. Stephen's School, Colorado Springs, and a master at St. Paul's. Boys are started at seven years and continue through to college entrance.

**Chestnut Hill Academy**, one mile south of Chestnut Hill, a northern suburb of Philadelphia, was chartered in 1861 under Episcopalian influence and the Bishop of Pennsylvania is president of the board of trustees. James L. Patterson, Ph.B., Lafayette '77, previously an instructor in Hill and Lawrenceville Schools, has been head master since 1897. It is a board-

ing and day preparatory school for boys with a large local patronage. The day pupils have all the advantages of the modern country day school.

**Germantown Academy**, founded by the citizens of Germantown in 1760, is a day school under the control of a board of trustees chiefly residents of that aristocratic suburb of Philadelphia. It possesses perhaps the oldest school building in the country which has been devoted continuously to secondary education and has been endowed. It provides instruction from kindergarten through the secondary grades, employing only men teachers in the Upper School. The head master is Samuel E. Osbourn, M.A., Princeton, who for several years was a teacher in the Lawrenceville and Tome Schools.

**Swarthmore Preparatory School**, Swarthmore, was founded in 1892 by Arthur H. Tomlinson, a member of the Hicksite branch of the Society of Friends. Formerly coeducational, it has recently followed the trend of the times and become exclusively a preparatory school for boys. Proximity to Swarthmore College offers many advantages. In 1921 the school was incorporated by a group of business men and Willard P. Tomlinson M.A., was appointed head master to succeed his father.

**Maplewood School for Boys**, Darlington, is an all year round school established in 1921 by J. Chauncy Shortlidge, A.B., Harvard, former principal and owner of Maplewood Institute at Concordville. The school makes a specialty of boys under fifteen preparing them for the secondary schools.

**Yeates School**, Lancaster, was founded in 1851 by Rev. Henry A. Coit, afterwards the first rector of St. Paul's School, Concord, N.H. It was endowed in 1857 by Catherine Yeates, in memory of her father the Hon. Jasper Yeates, Judge of the Supreme Court. In 1907 the school was moved to its present country site four miles east of the city. The school is college preparatory with elementary classes for boys under twelve. Religious instruction is definite. Rev. Geo. St. John Rathbun A.B., St. Stephen's College, '10, formerly a master in the Hoosac School is the headmaster. See page 694.

**Franklin and Marshall Academy**, Lancaster, was founded in 1787 as the preparatory department of Franklin College. It was the result of a plan for an academy, first proposed by Benjamin Franklin as early as 1743. In 1872, nineteen years after the merger of Marshall and Franklin Colleges, the preparatory department became a separate institution. The ownership and administration of the academy are vested in the board of trustees of the college, but the school has its own management, faculty, buildings and grounds, equipment and life apart from the college. While sufficiently removed from

the college to avoid too intimate intercourse its proximity secures the students many advantages. The four year college preparatory course is attended by about two hundred boys chiefly from the Middle Atlantic States. The principal, Edwin M. Hartman, A.M., Pd.D has been connected with the school since 1897. See page 700.

**The Hill School**, Pottstown, has long been regarded by many discriminating parents as the best preparatory school in the country and because of this it has grown perhaps too large to justify the superlative. It was founded in 1851 by the Rev. Matthew Meigs. The story of how his son, John Meigs, coming to the school in 1876, at the age of twenty-four, in the following thirty-five years, brought the school from an obscure venture with two teachers and twenty boys, to one of the greatest preparatory schools in America, is an inspiring story that has been well told by his recent biographer, W. Russell Bowie, in "The Master of the Hill." At his death there were forty masters and three hundred and seventy-five boys and an organization so perfected that even when left without a leader the school continued with no uncertainty. John Meigs was a genius for organization, with abounding vitality and a passionate zest for life, with extraordinary power over his fellow men, who deliberately put from him thoughts of material achievement and gave himself not to the bending or breaking, but to the making of men. Actuated by the highest ideals, with striking ability he surmounted the greatest difficulties in managing and financing. Twice within six years his school was burned and it was ravaged by typhoid and pneumonia, but his determination never faltered in misfortune. His fidelity to his ideals of education and character building inflexibly withstood the influences of wealth and social position of his patrons.

Upon his death in 1911, Dr Alfred G. Rolfe, long a member of the faculty, assumed direction of the school until such time as Dwight R. Meigs, then in Oxford University, should be ready to take his father's place. In 1914 he entered upon his duties as head master and at once gave evidence that he had inherited his father's administrative genius. Under the third generation there is visible the same executive ability that made "The Hill" what it now is; and the force of the old spirit and traditions remains unimpaired under the new head. Mr Meigs believes strongly in the efficacy of self-government in the upper classes and the Sixth Form Committee in association with an undergraduate council plays a very important part in maintaining the spirit of the school. He keeps in close personal contact with his boys and his intimate relations with them in coaching, tennis and golf squads have been known to scandalize some grave and reverend head masters.

Mrs. John Meigs, familiarly known as "Mrs. John," played a great part in the upbuilding of the school. Of deep religious feeling and a strong personality she still continues, as in the past, in close personal touch with the boys of the school. The futures of many men have been fixed or colored by her inspiring counsel in the "sky parlor." Among other memories treasured by Hill boys, not the least are of "Miss Elizabeth," Mr. Bowman, master of Bible History and Baseball and "Mike" Sweeney in charge of athletics and mentor in ethics.

The school does not attract attention by the unusual or by special emphasis on any phase of its life or work. As one of its friends rather bluntly put it, "It is neither the fad of any social set, nor the pet of any religious denomination." The standard of work is high and it is a matter of record that few Hill graduates fail to pass their college entrance examinations. They are unusually successful, too, among college undergraduates. Hill is proud of her boys and the families from whom they come. Thirty-nine pages out of the sixty-two page catalog are given over to the lists of boys, the Alumni Association and past patrons who represent wealth, intellect and social prominence in all parts of the country. Hill boys are proud of their school, too, and all applicants for admission must furnish references to or endorsement by old boys or their parents.

In 1920 the Alumni recognizing the worth of the school and the present trend in educational institutions from private ownership to endowed corporate organization, took over the control. After nearly seventy years as a preparatory institution under three generations of the Meigs family the school is now managed by a Board of Trustees.

A large degree of the management of the school has been put upon the faculty through the formation of four committees on discipline, efficiency, curriculum and extra curriculum activities. Student self-government has been promoted through the formation of a School Council. See page 698.

Allentown Preparatory School, formerly the academic department of Muhlenberg College, became a separate institution in 1904 under its present name. It is a preparatory boarding and day school for boys who come chiefly from the region round about and some who come from foreign countries. Most of the four hundred graduates of the past ten years have entered the Pennsylvania colleges. In 1915 the school opened with entirely new equipment. Since 1918 Irvin M. Shalter has been head master.

Perkiomen School, Pennsburg, is a prosperous school for boys reorganized in 1892 under the patronage of the Schwenfelder Church, with Rev. Oscar S. Kriebel, A.M., B.D., Oberlin, D.D., Franklin and Marshall, as the principal. Since then it



has steadily grown and now draws three hundred students from Pennsylvania and adjacent states. Among its alumni of over one thousand approximately eight hundred have entered higher institutions of learning, including the leading colleges and universities of the country. The school does commendable work in helping young people of limited means to an education.

**Bethlehem Preparatory School**, Bethlehem, in the Lehigh Valley, fifty-seven miles from Philadelphia, was established in 1878. It is a non-sectarian boarding and day school, though under Episcopalian auspices. The school accommodates about one hundred boarding students and an equal number of day students are drawn from nearby towns. The Lower School, entirely separate, accepts boys as young as six years. The Upper School carries them through to college. Over sixteen hundred graduates have entered college from this school. A summer school prepares for the fall examinations. Since 1915 John Mitchell Tuggey, M.A., has been the head master.

**Keystone Academy**, Factoryville, fifteen miles from Scranton, is a Baptist boarding school preparatory to college. Founded in 1868 it was coeducational until 1920 when it was reorganized to provide Christian training and college preparation exclusively for boys. Its endowment makes it possible to offer excellent high school facilities with advantages in music at low cost. Curtis P. Coe, A.B., University of Washington, was appointed principal in 1920.

**Wilkes-Barre Academy**, Wilkes-Barre, established in 1878, was from 1883 to 1920 known as Hillman Academy, in memory of an old student. L. P. Damon was appointed head master in 1920.

**Carson Long Institute**, New Bloomfield, formerly the New Bloomfield Academy, founded in 1837, is in the Blue Ridge region of Pennsylvania. It is a moderate priced boarding school, preparing about one hundred and fifty boys for college. It also conducts a junior department for pupils under twelve. Added endowment recently received has greatly improved the equipment and enlarged the buildings. John W. Weeter, A.B., A.M., is the principal.

**Harrisburg Academy** was established in 1784, when immediately after the founding of the town of Harrisburg, John Harris and other citizens subscribed for an academy. Originally coeducational, it has become exclusively a boys' preparatory school. The buildings are of modern construction, erected in 1908, when the school moved to its present site on the east bank of the Susquehanna River, north of Harrisburg. Arthur E. Brown, B.A., Pd D., has been the head master since 1912, during which time the school has more than doubled its enrollment.

**The Mercersburg Academy**, dating from 1836, remained a